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STYLISTIC AND RHETORICAL DEVICES AS A TOOL FOR TEACHING HISTORY & POLITICS (BASED ON TIMOTHY D. SNYDER’S LECTURES ON THE HISTORY OF UKRAINE)

Summary. *The article delves into the aspects of using rhetorical and stylistic devices throughout the university course of “The Making of Modern Ukraine” delivered by Professor Timothy D. Snyder. The research identifies various stylistic and rhetorical means used at the history lectures and outlines their influence on the lecturer’s speech. The study explores the importance of the devices in the historical and political discourses, showcasing how these figures can help speakers elevate their speaking, accentuate a point or an idea, impact the listeners and invite them to perceive sufficiently and dwell on the issues discussed. The analysis of the Professor’s language during the history course highlights the usage of 12 rhetorical and stylistic devices, which contribute to the enhancement of his speech, making it more efficient and interactive. The results obtained in the article can be implemented in the further studies of English stylistics and rhetoric in historical and political discourses, the research of Ukrainian history and political studies, and the examination of university lectures on the related topics.*

Key words: *stylistic devices, rhetorical figures, history classes, political discourse, oral speech.*

Introduction. Historical and political discourses contribute significantly to the development of the modern-day world. It is crucial to study the possibilities of power relations as well as the events that chronologically have led to the occurring reality today. Ukraine, the country with long history dating back from the BC era, encounters a widespread upsurge in public interest concerning its geographical, political, and historical heritage. That is why Ukrainian studies and courses of Ukrainian history appear in lots of countries throughout the globe.

“The Making of Modern Ukraine” is a critical lecture course on Ukrainian history and historical-political processes Ukraine has undergone that is delivered by Timothy D. Snyder, the Richard C. Levin Professor of History at the University of Yale, the author of “Bloodlands”, “Black Earth” and others, an adamant supporter of Ukraine and the ambassador of UNITED24 fundraising platform. In September 2022, Timothy Snyder made his lectures available to the public for free as a Youtube Video Series, within days of delivering them inside the classroom at Yale University [10].

The relevance of the topic is highlighted in the importance of studying the peculiarities of language functioning in the political and historical discourses that is discussed in the academic environment, i.e. university lectures on the corresponding topics. The history course neatly draws the attention of the public from the perspective of language specifics, which was used by the Professor during his recorded oral lectures to class. Thereby, it must be essential to outline the language characteristics, by means of which the lecturer presents the information and dwells on issues concerning historical and political discourses.

The analysis of previous research. The topic of rhetorical and stylistic devices has been the focus of the research for many scholars and linguists. These language phenomena encounter multiple interpretations in terms of their definition, functioning and influence on the language due to their multifaceted nature, which is studied from different perspectives across different discourses. For example, B. Zimmerman made a profound analysis of a host of rhetorical figures that were used in American literature and oratory [11], C. Molloy explored the peculiarities of rhetorical devices that teaching models can apply [9], S. Yahelo researched stylistic devices and their characteristics in medicine advertising [6] whereas P. Crompton and R. McAlea discovered rhetorical devices in television advertising [7]. Thereby, while concentrating particularly on the research of rhetoric and

stylistics in both political and historical discourses, the study identifies that features of language usage, rhetorical and stylistic devices within historical and political aspects have also engaged a number of multi-approached studies and induced some researchers to explore this topic in the specified area, such as T. Pasternak explored the issue of metaphoricity in political discourse [5], D. Mishchenko and S. Baranova did research on the stylistic means, which were used to denote political correctness in the mass media discourse [1], S. Halaur and K. Horda defined language means of the category of influence in artistic political discourse [4], I. Bashmanivska and I. Rudyk discovered lexical semantic means of representation of the language personality of a politician [2], and there are still many other examples of scholars who contributed to the examination of the language in the particular scope.

The purpose of the research is the exploration of stylistic and rhetorical means, which are applied throughout the lecture course, as well as the analysis of functioning and impact of these devices on the English-speaking environment that touches upon topics of Ukrainian history and world politics.

In order to achieve the aim of the study, it is implied to do the following **tasks**: to identify what rhetorical and stylistic devices are used during the lectures on “The Making of Modern Ukraine”; to define the essence of their functioning in the course of teaching history; to indicate important features of the language, which should be present in the historical and political discourses.

During the research the following **methods** are used: descriptive that is used to describe the ways in which language units are used; explanatory, which is applied to define the meaning of the devices that are studied; comparative that is used to contrast different language phenomena by outlining their efficiency of use; and the method of the unstructured observation, which is applied through listening to the history course and collecting all the materials, which will be later highlighted in the research.

The subject of the research is the language of the lecture course “The Making of Modern Ukraine” introduced at Yale University.

The object of the research is the stylistic and rhetorical devices used by T. Snyder in his lectures and their impact on the audience.

The practical value of the research can be seen through the further exploration of the English language in historical and political discourses, the research of stylistic and rhetorical devices in the oral speech, the study of Ukrainian history, the analysis of lectures on the subject, the examination of university courses and their syllabi, which are connected to the topic of the particular research, in order to apply the obtained data to the courses in similar subjects.

The results of the research can show that Professor’s speech during the lectures is abundant in the use of stylistic and rhetorical means, linguistic devices, verbal and non-verbal elements that compose an engaging way of teaching the history course and reflect on how to lead effective communication in the historical and political discourses. Therefore, the study analyses rhetorical and stylistic figures such as rhetorical questions, stylistic repetition, cases of inversion and emphasis, use of cleft sentences and polysyndeton, implementation of anaphora and metonymy, presence of parenthesis and apposition as well as rhetorical devices such as antithesis and parallelism. Snyder applies all of the language techniques and figures mentioned above, which helps him diversify his speech during the lecture, maintain the focus of the audience and concentrate their attention on a certain topic, introduce a point or emphasize it, reflect upon a topic more explicitly, make the lecture speech more solemn and comprehensible at the same time. These stylistic and rhetorical devices encompass a range of peculiar features and they help the speaker avoid the monotonous speech, alter his intonation and pace of speaking. The proper use of the following devices contributes to the effectiveness and efficiency of communication in discourses that concern history, politics and teaching.

Rhetorical means are an important component of language expression used to persuade, influence the thoughts and emotions of listeners. These methods are a type of lexical means that add emotional coloring, imagery and persuasiveness to the expression. They are used in various fields of communication, such as political debates, public speaking, literature and mass media. The purpose of using rhetorical means is to achieve communicative effectiveness, influence the audience and convey messages with greater persuasiveness, emotion and expressiveness [3].

The use of stylistic figures occurs by modifying the usual or expected sequence of words, which alters the grammatical structure of the text. The rhetorical effect obtained by regrouping this order of words affects its aesthetic appeal. Stylistic figures provoke a reaction from the audience, because transformation of the expected meanings of the words attracts attention of the listeners [8].

Even though Snyder’s lectures bring to light many topics concerning history and politics, his speech cannot be compared with an official and formal speeches, e.g. a president’s inaugural address, since his lecture speeches

are not repeated word-by-word from a full transcript, which happens in cases of the previously mentioned inauguration as an example, and which the lecturer is supposed to recite as a poem. In most cases, the Professor is inclined to on-the-spot speaking, for example, there can be some unpredictable pauses or moments of self-interruption, moreover, it can be inferred that he expresses his ideas in much an informal and conversational tone. However, giving such speeches during the lectures seems apparent, since he does not require the high level of formality in his speaking. Thus, he creates an appropriate learning environment with his audience and he often involves interactions with his students, apart from enriching his speech with the use of stylistic and rhetorical means.

Rhetorical and stylistic devices elevate a speech to much higher level, enriching the meaning of a message with more profound sense, drawing attention of the audience more and highlighting the opulence of a language. Even though these language means are frequently explored in written forms such as literary texts, they are often used in the spoken language as well, which could be university lectures, conferences, public speeches, panel discussions, even some channels of verbal communication such as video– or face-to-face communication.

While delivering the lecture speeches to his audience, T. Snyder is generous in using **rhetorical questions**. There is an abundant number of rhetorical questions that are posed by the Professor, which help him draw attention of the listeners and therefore focus on the current topic more vividly. Moreover, Snyder frequently uses rhetorical questions that end with “...right?”, which in this way help him summarise the information he has just said and reassure himself that the audience perceived a certain statement correctly and sufficiently. For example, “*So we have a story that brings the people to the center of politics, but doesn't say that directly, right?*”; “*What I'm trying to say is that this argument about the theory of how nations come about, goes back almost as far as the nation, right?*”; “*And there are lots of churches in Ukraine that are very beautiful, but they're in a kind of Orthodox Baroque style, right?*”; “*Local party activists in Ukraine, completely, truthfully report up the ranks that there is famine, there are shortages, they ask that requisitions targets be – so requisition is when you take grain away, right? – they ask that the requisitions targets be decreased.*”; “*Like the Ukrainian idea of Sobornist', which means in a political context, it means Sobornist', means all of the territory of Ukraine inside the boundaries of Ukrainian state, right?*”. Such questions contain informative or explanatory function and the aim of their usage is not asking for information or checking one's knowledge. These questions can be easily substituted with affirmative sentences by omitting the final part of the sentence and making some changes in the intonation. However, the lecturer may find the implementation of rhetorical questions more effective for highlighting his points in front of the audience, and thus rhetorical questions are one of the most common devices used by Snyder in this lecture course and they are inherent for his monologue speech.

The lecturer also uses **emphasis** in his speech, with the help of which he is able to underline a certain point and present to his audience the key element of a sentence. This happens in a multitude of examples, such as “*And this is, by the way, one of the things that, when I did talk to Zelenskyy back in September, we spent a lot of time talking about.*”; “*But where I want to really go with this is that, in historical terms, it really does seem to matter how far people get at certain times. There really do seem to be historical turning points where non-interchangeable people get, or don't get, to very special places, and that it seems to matter.*”; “*Olha [of Kyiv], who rules from 945 to 962, does convert, but her kids don't convert and her grandchildren don't convert.*”; “*So language does change, but it changes more slowly than we do, right? So, I mean, we can still, we can all read Shakespeare, right?*”. Implementation of emphasis is another helpful tool for drawing attention of the audience, and although it may not stand out from all the other language units in a sentence, it still enables the lecturer to present a certain idea or a notion in its spotlight.

Apart from what has already been mentioned, throughout the course there can also be found cases of **inversion**, which the lecturer uses in order to make the audience more concentrated on the topic. Even though inversions are less common in the spoken language than in the written one, the Professor still adds more solemnity and formality to his speech by changing the typical order of the parts of the sentence, e.g. “*This is hugely important because it means that suddenly, no longer is there Lithuanian law in Ukraine...*”; there are also examples of inverted conditionals, where the lecturer uses inversion in order to replace a conditional sentence by reversing the usual word order of this sentence, such as “*And by the way, like these things, which seem inevitable, although they're not, I mean, you could have gotten, Ukrainian agriculture would've been much more profitable, had it never been collectivized, obviously, they could have taxed probably, and made more money from it.*”. Applying inversion in speech may present a few challenges; as it has already been mentioned, Snyder mostly prefers on-the-spot speaking while delivering the lecture information. Therefore, making up sentences with the untraditional word order and forming them correctly and in accordance with the rules of English syntax is not the

easiest way to reflect upon a topic, where the speaker has to talk continuously without any long pauses or stops, and that is why using cases of inversion is not so frequent in an oral semi-formal speech.

The study additionally discovers the use of **cleft sentences** in Snyder's lectures such as wh-cleft sentences that tend to have more emphatic meaning. WH-clause puts more stress on the sentence and it can serve as a great way to diversify one's speech and make the audience listen attentively. For instance, "*For now though, what I wanna make sure that we get to is this issue of how you get to be a nation.*"; "*What the Habsburgs did was they came up with the aptly named pragmatic sanction, which meant that if there are no male Habsburgs, how about a female Habsburg?*"; "*So, what I'm gonna do is I'm gonna review the last six or seven centuries and just remind us of some of the stopping points that we've marked.*". Furthermore, there are also it-cleft sentences (with an it-clause respectively), which perform the similar function, e.g. "*The resistance is also carried out by the people who would ordinarily be creating the culture; it was two lectures ago that a [Ukrainian] historian, a colleague of mine, a guy called Vadym Stetsyuk, was killed in combat*"; "*It is the expansion of the Franks which probably provokes the Vikings to test out their own naval technology by plundering the Franks.*"; "*And it's this conjuncture, this rivalry between the Franks and the Byzantines in Moravia which generates the mission of those two gentlemen who we mentioned before, namely.*" Hence, Snyder uses it-cleft sentences to maintain the attention of the audience and present the information explicitly, and particularly wh-cleft sentences in order to place a stress on a certain point in a sentence or summarise a detail or a fact that he is about to mention.

Analysing the lecturer's speech, it may also be outlined that there is such a linguistic phenomenon as **poly-syndeton** – the accumulation of conjunctions that unite homogeneous parts of the sentence – thanks to which each point is separated and emphasized. "*So our subject today is the death by starvation, or malnutrition, or hunger-related disease of about 4 million people in Ukraine between the middle of 1932 and the end of 1933.*"; "*And Vasyl Stus, then did go to a [labour] camp and went on a hunger strike and died five years later.*"; "*But in Ukraine you have the Reformation, but it's not Catholics and Protestants, it's the Orthodox and the Greek Catholics and the Catholics and the Protestants and all kinds of Protestants.*"; "(addressing the audience of students) *Don't you guys dream of, isn't this like your dream, you're gonna come to Yale and a professor's gonna ask you what history's all about and you're gonna raise your hand and say something brilliant?*". In this lecture course, applying many repetitive conjunctions in a sentence is essential as for a continuous and unofficial speech. In many cases, a peculiar feature, which can be traced through the research, happens when the lecturer starts listing some notions or concepts, and he recalls all those points right at the moment of speaking and he incorporates them in a sentence all at once, making each of them distinct and important to note and consider.

Snyder's lectures additionally contain multiple cases of **stylistic repetition**, which the author uses to maintain the focus on the particular topic. For instance, in his lectures he says, "*Ukrainian politics becomes mass politics. There are suddenly Ukrainian nationalists, and Ukrainian socialists, and Ukrainian liberals, and Ukrainian every possible thing, and Ukrainian newspapers, Ukrainian civil life.*"; "*Because no one would disagree now with the proposition that something important is going on in Ukraine. If something important is going on in Ukraine that means something important could go on in Ukraine. If something important could go on in Ukraine, why are we so woefully unprepared for that?*"; "*So the point is that Ukraine is at this absolute center of a lot of things, which we regard as central. [...] It's absolutely at the center of the First World War. It's absolutely at the center of the Second World War. It's absolutely at the center of stalinist terror. It's absolutely at the center of the Holocaust. It's absolutely at the center of the collapse of the Soviet Union.*" Consequently, such repetitive phrases or collocations, which get repeated in a certain number of sentences in a row, get catchier, they draw more attention of the listeners, and they help the speaker introduce a statement or an opinion.

Despite not being very characteristic for oral speech and spoken narration, the stylistic figure of **anaphora** is present in Snyder's lectures as well. This device is represented as the repetition of numerous identical phrases, collocations and clauses, which are put in different sentences and which predominantly stand either next to each other, or a few in a row, or even separately, detached by additional sentences but following a well-defined pattern of repetition (e.g. a poem where anaphora can be applied in the first line of each stanza). Thus, this figure is frequently used in written literary works in order to express ideas more artistically and gracefully, nevertheless, it is also possible to implement this figure during the lecture, when the speaker can deliver the information on the spot without any thoroughly-written scripts, e.g. "*So this song [Shchedryk], which was adapted and played in Carnegie Hall a century ago and then played again on Sunday, is ancient. [...] It's actually about spring. It's about fertility. It's about prosperity. It's about love. It's about how things are going to get better.*"; "*When they [Ukrainians] talked about all this movement, they had interpretations of it like "This in some way shows who we are. The fact that we went away and came back; the fact that we were able, or have already, a lot of*

people have already rebuilt their houses; the fact that we rebuilt; the fact that we got back to Kharkiv; the fact that Zelenskyy stayed; that these things say something about us, about who we are". Even though such cases of using the same phrase in the sentences consecutively can create a structure that is similar to the previously mentioned stylistic repetition, anaphora is still different, it helps the professor point out all the things he needs to list, it also makes it easier for him to express the ideas with the same catchy phrase without taking some extra time to reflect each point in a specific and different way.

The particular lecture course also contains cases of **metonymy**, a figure that is used to denote a thing or a concept with another notion, which is directly connected to it. In other words, it is substitution of words or phrases with a language unit closely related to their semantic meaning or the scope where they are used, without any further changes in the meaning of a sentence. Applying metonymy often occurs with collective nouns, which denote groups of people, nations, organizations, institutions, and the other, since it is easier to indicate all of them with a unified and general notion. For example, the lecturer says "*It's not that Ukraine isn't growing food, it's that a political decision has been made to try to block the export of that food*", where *Ukraine* represents *the entire Ukrainian nation*, but the Professor decides to generalize the notion and say *Ukraine*, which anyhow does not change the meaning of the sentence. Yet another example is "*But the Ottoman Empire takes over Byzantium, replaces Byzantium*", in the context of which the names of the states denote sooner *the government* of these states but it is still easy to infer that information from the speech. Similar phenomenon happens in cases such as "*The United States is far away from the conflict. The United States lost relatively few people, it entered the conflict very late.*", where *The United States* contextually indicates both *the government* and *the people* of this country, and in this case there are no changes in the meaning either.

Snyder's lecture course is also noted for the abundant use of different types of **parenthesis** – a rhetorical device that can be explained as a word, phrase, clause or even a sentence – sometimes explanatory – parachuted into what is otherwise already a complete sentence, which can be separated from the larger sentence by commas, dashes, square or round brackets [12]. Parentheses mostly give some further information about an idea or topic, and they have become a useful tool for introducing a point at the beginning, at the end or even spontaneously in the middle of a sentence. Certainly, oral continuous speech provides some difficulties in identification of the punctuation marks in a sentence, however, it is logical to infer that they should be used in that particular sentence. It is quite easy to define parenthesis even in the oral speech: when the lecturer decides to implement it, he usually makes some changes in the intonation, his rhythm of speaking, he creates pauses and boosts his speaking pace since some of his parentheses may be much long and extended. For example, "*So when we do history, we're trying to, as it were objectively, understand the situation around a person, but we're also trying to subjectively understand what that person might have been thinking or trying to do, and we never give up on the second part, right?*"; "*Sheptyts'kyi, by the way, is, well, he's remembered for a lot of very interesting things, but one of the things that he's remembered for and that we ought to know him for in this class, is that he probably rescued more Jews during the Holocaust than any non-diplomat.*"; "*So I was just in central Kyiv and I was looking at the cathedral, which is spectacularly beautiful, St. Sophia, and it was built, you know, that was built in 1037, right? It was built, you know, while Byzantium was still around. It was built three centuries before Notre Dame, right?*". Parentheses change the way the lecturer presents the learning material as if he attempts to interact with the students by ensuring that they listen to him carefully, and catch on with his ideas and thoughts.

During the research it is discovered that one of the most common kinds of parenthesis that is typical of Snyder's lectures is **apposition**, or appositive parenthesis, which is used for identifying and describing in detail another part of a sentence. Saying otherwise, apposition gives clear explanation to a notion or a term, it provides further explication of the speaker's words, which helps the audience digest the information better. The examples can be "*The Cossacks, the Ukrainian Cossacks, are gonna emerge in this story, and who we saw a bit of in the last lecture.*"; "*There's a fellow called Mykhailo Hrushevs'kyi, the most important historian of Ukraine, who basically applies the methods of what we would call social history and writes a continuous history of Ukraine from the Middle Ages.*"; "*[speaking of Ukrainian land] These are rich lands, agricultural lands. And again, I know this stuff is happening in the background and is tough, but this is also the age of discovery, the age of exploration.*"; "*Ukrainian writer, Valerian Pidmohylny, wrote a whole novel about this.*" Therefore, implementing the following pattern of parenthesis helps the Professor make sure that his listeners comprehend all the information correctly, they can understand and analyse it clearly.

However, apposition is not the only type of parenthesis that can be traced in a multitude of Snyder's lectures. There is also another kind of parenthesis, which is not applied for defining or explanatory purposes, but rather serves as an additional comment made by Snyder regarding a certain topic he touches upon. It can also be similar

to a spoken note, which he finds important to mention during his speech. Such insertions in the speech may not be so informative about the particular topic, but rather a personal addition from the lecturer. For instance, “Ukraine, as you [the audience] know from the reading, is also a major site, oh, and by the way, Ukrainian soldiers who are starving in the German prisoner of war camps in 1941 refer to their experience of hunger in the Soviet Union in 1933.”; “Once the Crimean Tatars were ethnically cleansed, as they were, that reason for that status disappears.”; “So this lecture is about culture, I’m not gonna, I’m not going to try to define what a culture is, we’ve got the whole anthropology department for that, but what I have in mind here is a very broad notion of, let’s say, a set of mutually reinforcing notions of what people might be.”; “Ukrainians are being persecuted, and at the same time a film comes out, which I urge you to see, called “Shadows of Forgotten Ancestors”.”. Such parentheses can sometimes evoke a feeling that the Professor interrupts himself during his own speech, nevertheless, this feature is inherent for oral lectures since the lecturer tends to use on-the-spot speaking more, and as a result, he may not follow proper syntax, and insert such comments anywhere in his speech.

Besides this, the research discovers the use of the rhetorical figure called **antithesis**, which is implemented by placing opposite notions close to each other so that they can present a more striking contrast. Snyder occasionally tends to use this device in his lectures, which may get slightly difficult to accept during oral continuous speech since the audience may need to take some time to realise how certain completely opposite notions are combined. For instance, “It’s a very fundamental thing that sometimes things change and sometimes they don’t and history is aware of both of them, right, [...] so the historical unity is a non-historical concept because what it does is that it’s a trick because historical doesn’t mean historical, it means unchanging, right?”; “And you can never quite do away with that tension between what I’m calling very simply the objective and the subjective forms of history.”; “It’s not about how one is right and the other is wrong.”. Antithesis is not so inherent in the spoken language, since the speakers may present the information in oral communication more explicitly and simply but it still serves as a great tool to draw attention of the audience and hereby make them reflect on the opposite points the lecturer said.

Apart from what has been stated before, Snyder’s lectures also contain cases of **parallelism**, which is a rhetorical device that is presented as a parallel depiction of things, actions, historical or political figures. As maintained by some linguists, this device can be explained as the putting of like ideas in similar grammatical form, often with anaphora [12]. Therefore, it is inherent for sentences or clauses containing features of parallelism to have similar syntax. Parallelism is simultaneous representation of different notions or events that the lecturer uses in his speech, where he reflects the course information through comparison and differentiation, outlines similarities or in some cases slight contrast, thus covering much bigger amount of the material. The examples of this language phenomenon can be “So the way that historians tell the story in terms of the movements of people is not the same way that the historical philologists tell the story with the movements of languages.”, where the speaker draws an imaginary parallel between *historians* and *historical philologists*, *movements of people* and *movements of languages*; “And that means that along with full manhood suffrage, the right of all males to vote, come political parties, and with political parties come political campaigns and political demands, and with political campaigns and political demands come newspapers, right?”; “Underneath the pope, there are archbishops, who have territory. Underneath the archbishops, there are bishops, and they have territory. Underneath the bishops, there are priests, and the priests have territory.”. Parallelism is a helpful rhetorical figure that is present in Snyder’s speech and that urges the audience to listen attentively, think more critically, develop better imagination and analyse the concepts or events through the patterns of comparison or contrast.

In conclusion, the use of rhetorical and stylistic devices is inherent for the historical and political discourses and they are particularly an integral part of Timothy Snyder’s lecture speeches. Therefore, research discovers 12 rhetorical and stylistic figures: these are rhetorical questions, stylistic repetition, emphasis, inversion, cleft sentences, polysyndeton, parenthesis and apposition, metonymy, anaphora, antithesis and parallelism. The study focuses on the peculiarities of their functioning at the lectures, their influence on coverage of the course information and seeks explanation of their use during the lectures. The Professor implements the previously mentioned figures in order to draw the attention of the public, emphasize a point, make his narration more catchy and memorable, express his ideas explicitly, compare and contrast some certain points, make sure that the students comprehend the information in the way it is presented, and furthermore, try to bring about some interaction and communication with his listeners, create an efficient working environment, where the audience can be taught history, politics, and discuss certain issues connected to these fields of study. Consequently, the techniques of implementing all these rhetorical and stylistic devices can be adapted in a broader scope of historical and political discourses, and the influence of these devices can serve as solid proof to the fact that these figures do

contribute a lot to the functioning, understanding and perceiving the speech, which concerns history, politics and teaching. The results obtained in the research can be applied in the further studies of stylistics and rhetoric of the English language, the analysis of historical and political discourses in English, the study of Ukrainian history and issues that are connected to it, the exploration of teaching techniques and speech behavior at university lectures, which are related to the topic of the particular research.

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С. Балан, Т. Білецька. Стилістичні та риторичні засоби як інструмент у викладанні історії та політики (на матеріалі лекцій Тімоті Д. Снайдера з історії України). – Стаття.

Анотація. У статті розглядаються риторичні та стилістичні прийоми, які були використані професором Тімоті Д. Снайдером протягом курсу лекцій «Становлення сучасної України» (англ. “The Making of Modern Ukraine”). Дослідження аналізує стилістичні та риторичні засоби у лекціях та пояснює їхній вплив на мовлення лектора. Стаття досліджує значення цих засобів в історичному та політичному дискурсах та обґрунтовує як мовці можуть покращити своє мовлення, наголосити на певному понятті, вплинути на слухачів та сприяти кращому розумінню та засвоєнню матеріалу. Дослідження висвітлює використання 12 риторичних та стилістичних фігур, які урізноманітнюють та поліпшують мовлення професора. Отримані результати можуть бути використані в подальших дослідженнях стилістичних та риторичних прийомів англійської мови, в історичному та політичному дискурсах, у дослідженні історії України, у вивченні політології та в аналізі університетських лекційних курсів даної тематики.

Ключові слова: стилістичні засоби, риторичні фігури, лекції з історії, політичний дискурс, усне мовлення.