

вовательных предложений.

Чтобы преодолеть межъязыковое интерференции, учителя должны составить специальные учебные упражнения, чтобы устранить межъязыковые интерференции.

Учебные упражнения могут быть разных типов, и они должны быть направлены на устранение интерференции на английском и узбекском языках.

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ARE RHETORICAL QUESTIONS STYLISTIC OR RHETORIC DEVICE?!

Today in modern linguistic literature there are a large number of definitions of the rhetorical question. Several scholars had earlier defined the rhetorical question as that question that does not expect an answer. Some scholars argue that a rhetorical question has the illocutionary force of an assertion of the opposite polarity from what is apparently asked.

Abioye [5:8].) examines the resourcefulness of RQs using Elhusan's "A New Year Prayer for Peace" as corpus, and observes that: *The RQ is used to admonish, make a plea or request, commend or pay tribute, condemn or vilify as the case may be ... capable of giving implicit structure (sometimes) to messages, can be used to generate or end discussions, provide reasons/ answers, constitute opposition or reach reasonable conclusions.* It is also seen as a question asked without expecting an answer but for the sake of persuasive effect rather than as a genuine request for information, the speaker implying that the answer is too obvious to require a reply or merely as a way of making a point. The expected answer is usually "yes" or "no." For example, *Can we agree that this will not happen again?* RQ a

rhetorical question is a figure of speech in the form of a question posed for its persuasive effect without the expectation of a reply: For example "*How can I ever thank you, Lord?*" Rhetorical questions encourage the listener to reflect on what the implied answer to the question must be. When a speaker states, "*What is the meaning of this?*" or "*How does that concern me?*" no formal answer is expected. Rather, it is a device used by the speaker to assert or deny something obvious. The purpose of this figure of speech is not to secure a response but to assert or deny a point implicitly. Thus, a rhetorical question may serve as a subtle way of insinuating an idea that might be challenged by an audience if asserted directly.

We support Professor I.R. Galperin's point of view of, who believes that the rhetorical question is a special stylistic device. In his opinion, the nature of the stylistic device consists in rethinking the grammatical meaning of the interrogative form. More precisely, the affirmative sentence is clothed in the form of a question.

A.K. Mikhalskaya. In her book "Fundamentals of Rhetoric", describes the rhetorical question as an effective figure in the dialogization of monologic speech, which serves as the semantic and emotional emphasis of its semantic centers, to form an emotional-evaluative attitude of the addressee to the subject of speech, and also to present to the addressee especially important semantic regarding the stages of reasoning [4: 240].

Consider an example of a rhetorical question:

Are these the remedies for a starving and desperate populace? [3: 215].

Consequently, the rhetorical question is a construct in which form and content are in asymmetric relationships. In form, this construction is an interrogative sentence, and in meaning - a message. The rhetorical question is asked not for an answer to it, but for approval. Rhetorical questions are often framed as informative with interrogative words, such as: who, what, where, how, why, whom and etc..

I.V. Arnold also gave a definition of the function of the rhetorical question and what it is used for, namely, to attract attention, strengthen the impression, increase the emotional tone, create elation.

It is known that a question is always more emotionally loaded than an affirmation or denial. Thus, it is natural that the statement, when clothed in interrogative form, becomes more emotionally colored, more emphatic, and therefore it fully reveals the speaker's attitude to the subject of thought [3: 216]. There is a fairly large number of expressivization tools that are used in a particular discourse. The emotional nature of speech, its expressiveness is studied by many linguists. Expressive language tools are active-

ly developing within the very journalistic style. And important place among them is the rhetorical question. Often it is used in political discourse as one of the main elements of argumentation. Rhetorical questions are an integral part of not only dialogical unity, but also monological statements, which can be considered as interaction, a conditional dialogue of the speaker with oneself or a monologue aimed at generating interest in the dialogue among listeners. A number of scientific studies are devoted to the problem of non-interrogative use of interrogative questions in the form of sentences. In modern rhetoric, the rhetorical question is characterized as “an effective dialogue diagram of monologic speech, serving to semantically and emotionally highlight its semantic centers, to form an emotional-evaluative attitude of the addressee to the subject of speech, and also to present to the addressee especially important semantic scientific research stages (evidence). A.N. Baranov believes that the rhetorical question is a specific method of presenting some theses [1: 40]. A similar definition is proposed by G.V. Valimova: rhetorical questions are such figures of speech that are oriented toward maintaining arguments. This tool is used not to find out something unknown, but to more vividly discuss any event or object that is already known to everyone. This question is also asked by the audience to attract attention. Judging by these definitions, the rhetorical question is not used as a question, but as a judgment.

An in-depth study of this term shows that there is not just a stylistic, but a rhetorical perspective in the study of the functions of the rhetorical question, as well as a pragmatic level of impact on the audience, or rather on the emotions and feelings of a person. It becomes clear that an important factor influencing the result of exposure to a given figure of speech is the personality of the speaker himself. A.K. Mihalskaya believes that rhetorical questions are used by confident and decisive individuals.

In the field of political communication, the use of a rhetorical question is important, since the main function of speaking in a political discourse is to induce the recipient of intent for action [3: 39].

So, a rhetorical question is a stylistic and rhetorical form of expression of a pragmatically any thought. The rhetorical question, as well as other means of expression, is an instrument of verbal influence through affirmation or denial of an emotional nature. Rhetorical questions increase the expressiveness of the statement. In some texts, rhetorical questions are used as an expression of emotional expression, since they have a pronounced irony, posed not only by lexical means, but also by the syntactic structure itself.

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К ВОПРОСУ О КАЧЕСТВЕ СОВРЕМЕННОГО ИНЖЕНЕРНОГО ОБРАЗОВАНИЯ

В последние десятилетия вновь произошло изменение важнейших мегатрендов в области инженерного образования [1]. Во-первых, увеличение значения инноваций в экономике и быстрой сменой господствующих технологий резко ужесточило требования к базовому образованию инженеров, качеству их интеллектуальных, волевых и организационных способностей. Во-вторых, современная высокотехнологичная экономика предъявляет повышенные требования к целостности, универсальности, широте подготовки и ответственности инженера, который вновь одновременно выполняет роли ученого, технического эксперта и руководителя предприятия. В-третьих, после создания в XX столетии системы массового, всеобщего образования, полученного через школу и вуз, нынешняя ситуация изменилась - новое поколение не стало более образованным, чем предыдущее, а сама система образования повсеместно начала деградировать. Поэтому роль семьи как самого старого и мощного образовательного института по передаче «неформальных знаний» приобретает важнейшее значение. А отсюда, соответственно, и инженерный тренинг в вузе, в малой фирме, в формах дополнительного образования обретает целостный личностный характер. Таким образом, «классическая концепция» ин-