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STYLISTIC FEATURES OF THE EXCURSION SPEECH AS A BASIS FOR CREATING A TOUR FOR THE SCHOOL MUSEUM

Visiting museums is becoming more and more popular, and educational tourism is rapidly developing all over the world. As the guides of the school museum, we need to develop a high-quality excursion product to attract visitors and be able to present our country, its history and culture in the context of foreign-language intercultural communication.

The excursion is a unique activity, popular all over the world not only among tourists, but also among linguists who study the linguistic features of the texts of the excursion. The relevance of the research is due to the growing interest in the issues of tourism, the importance of studying one of the genres of modern communicative practice – the genre of excursion speech. Excursion speech is studied in the context of the methodology of excursion activities by such scientists as Yemelyanov B.V., Yukhnevich M.Yu., Dolzhenko G.P. Some aspects of the genre organization of excursion communication are presented in the works of such researchers as V. I. Annushkin, N. D. Arutyunova, L. G. Antonova, M. M. Bakhtin, V. I. Karasik, etc. However, the style of the excursion text has not yet been fully studied due to the rapid development and modernization of the tourism sector.

The speech genre is a “relatively stable form of utterance in a specific area of communication, in standard communication circumstances”. The text of the tour is a special verbal genre that provides an oral demonstration of the subjects. It is composed in such a way as to increase the expressiveness of the subject.

Also, we need to study the features of excursion speech in order to investigate what determines the effectiveness and attractiveness of excursions and develop a popular excursion product. The peculiarity of a museum tour is that it takes place most often in an enclosed space and is based on a combination of a story and a demonstration. "The text of the excursion should be composed in such a way as to intensify the visibility of the object". So, the guide's speech should be as vivid and emotional as possible. We assume that one of the reasons of success is the use of means of expression in the guide's speech, which makes it more emotional and exciting.

The texts of the audio guides from the platform *izi.TRAVEL* were selected as the practical basis of the research. These texts were analyzed from the perspective of using stylistic techniques. So, the object of this research is a number of excursion texts as a basis for an audio guide. The subject is a set of stylistic features of the excursion text. The methods of study were the methods of contextual and stylistic analysis.

The aim of the research is to identify and describe the stylistic techniques of the excursion speech, to use the results to create the excursion for the school museum.

The following tasks were identified:

- to characterize the text of the tour as a special genre of speech;
- to analyze a set of successful excursions from website *izi.TRAVEL* and highlight the most frequently used stylistic devices;
- to develop an excursion for the school museum of G.N. Kholostyakov in English.

The analysis revealed various stylistic devices typical for excursion speech in the amount of 174 units.

In our work, we followed the classification of I. R. Galperin who identified three groups: phonetic, lexical, syntactic expressive means and stylistic techniques. "The lexical stylistic techniques include metaphor, metonymy, irony, epithet, oxymoron, wordplay, periphrases, euphemisms, comparison, hyperbole, use of proverbs and sayings, quotations. Syntactic stylistic techniques include inversion, ellipse, omission, direct speech, questions in the narrative text, rhetorical question, parallel constructions, repetitions, retardation, antithesis. The stylistic means of the sound organization of the utterance include intonation, alliteration, onomatopoeia, rhyme, rhythm".

Stylistic device	Quantity	%
Epithet, descriptive adjective	73	44,3
Adjective in the superlative degree	34	20,6
Imperative construction	22	13,3
Question-and-answer construction	6	3,6
Personification	6	3,6
Phraseological unit	6	3,6
Metaphor	5	3
Rhetorical question	4	2,5
Rhetorical exclamation	4	2,5
Hyperbole	2	1,2
Antithesis	1	0,6
Gradation	1	0,6
Humor	1	0,6

Table 1. Stylistic means of expression in the studied texts

At the lexical level, such stylistic devices as epithet, metaphor, hyperbole, antithesis, gradation were found. At the morphological level, the frequent use of adjectives in the superlative degree is noted. At the syntactic level, the use of imperative constructions, rhetorical questions and exclamations, a number of question-and-answer constructions were revealed.

An individual text of the tour is distinguished by the use of a wide range of means of stylistic expression. We identified the most typical stylistic devices and used them in the amount of 89 units.

54% of them are epithets. They help create vivid marine images, such as *endless oceans*, *gorgeous ship*, the stressful, dangerous nature of sailors' work: *tremendous skills and experience*, *great danger*, the image of defenders: *courageous submariners*, *brave fighters*. 6 adjectives in the superlative degree were used to emphasize the exclusivity of sightseeing objects: *the highest Order of the British Empire*, *the most valuable exhibits*. Personification and metaphor are also used quite often to make speech more expressive and attractive for listeners, for example, with a personification *sailors recognize the voice of their bell* – the ship's bell comes to life and acquires its own unique voice; a bright metaphor *Striped Devils* – the nickname given by German soldiers to Soviet sailors shows in two words how bravely they fought. Imperative constructions are typical way to direct visitors' actions and attention: *Let's go*, *Look at*, *Pay attention*. Phraseological units help make speech richer, there are 3 of them in our tour. Also, some examples of antithesis, hyperbole and gradation were used. The tour is mostly a monologue so it's very important to establish a contact with listeners, to involve them in communication, so we prepared a number of questions: 3 of them require an answer, 2 are rhetorical to attract attention, give an opportunity to think, for example, *Do you think it's easy to spend 2 months on a submarine?*

Stylistic device	Quantity	%
Epithet, descriptive adjective	48	54
Personification	9	10,1
Metaphor	7	7,9
Imperative construction	6	6,7
Adjective in the superlative degree	6	6,7
Phraseological unit	3	3,3
Question-and-answer construction	3	3,3
Antithesis	3	3,3
Rhetorical question	2	2,5
Hyperbole	1	1,1
Gradation	1	1,1

Table 2. Stylistic means of expression in the excursion for the school museum

With the help of these devices, we managed to achieve the expressiveness of the tour, emphasize the historical value of the exhibits, make the text vivid and interesting for listeners.

The text was also used to create an audio guide and a virtual tour of the school museum. The audio guide is hosted on the izi.TRAVEL platform (<https://www.izi.travel/ru/c191-museum-of-vice-admiral-g-kholostyakov/en>). The virtual tour is a panoramic shot of the museum with the ability to move, stop, zoom in on the exhibit to read and listen to information about it. The virtual tour is posted on the school's website (<http://cdn.brest-region.edu.by/baranovich/sch9/output/>).

The practical significance of the research lies in the possibility of applying the results in the practice of writing excursion texts. The tour for the school museum can be used to conduct various activities for students interested in learning English and the history of their country. The virtual tour and audio guide make it possible to visit the museum online.