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## Place and role of English classical literature in modern educational discourse

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### Abstract

The article focuses on discourse as a complex special characteristics and functions, academic and communication strategies. The interaction of an individual occurs in the definite communicative environment, definite social sphere of communication. Educational discourse is pragmatic and institutional one. The general purpose of the educational discourse under consideration is to study the establishing of conditions for development of well-rounded personalities in their psychophysical, social and personal characteristics. Language is considered both as a means and aim of teaching. The arguments first propose that the modern educational discourse is the crossroads of anthropology, contemporary approaches to studying language and culture comprises knowledge of classical literature. Second, global approach to English determines new teaching strategies: to teach international, generally received language, to adopt it to the needs of your society and to save its unicity. The third matter under consideration is classical English literature as an important component of a total language arts and the way it provides a language model. At last literature shows the dynamic interrelation between language and society, economic and political conditions in Britain and the whole world during the centuries. The methods of theoretical, lingua-cultural, qualitative analyses are used. The conclusion is drawn on the matter of the English classical literature as not only the wealth of sociolinguistic knowledge but also a means of recording changes in English, the way of studying/teaching language and forming aesthetical and moral values, a means of forming tolerance that is important in the modern multicultural world.

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## 1. Introduction

Classical literature of any nation is the standard of the language. Classical English literature is worth admiration. It is based on the works outstanding masters such as W. Shakespeare, G. Byron, T. Hardy, the Brontë sisters, J. Austin, Ch. Dickens, W. Thackeray etc. The texts of classical literature are used in language-teaching process increasingly as they possess the ability not only to motivate foreign language study but also to acquaint students with realia of the country, its geography, history; they educate students' taste in literature. This approach allows the teacher to combine cultural, historical elements with linguistic phenomena that are not only a means of communication but also the way of upbringing and cultivating tolerance and neighbourly charity. So the importance of the English classical literature in forming basic human values as well as linguistic skills in the second language acquisition is underlined and special attention to the English classical literature as a reservoir of linguistic artefacts is given. The educational discourse that has informational, semiotic, anthropological and culturological sources, is considered both as a product of the activity and as an efficient process of creation interaction of its sources.

### 1.1. Modern Educational Discourse

The most important present-day world development trend caused by a transition to the information society represents an increased role of education, setting it as one of top priorities. Our century brought significant new developments in the study of educational discourse. The educational discourse is considered as pragmatic and institutional one because interaction of individual occurs in the definite communicative environment, definite social sphere of communication. The educational discourse is communication of educational establishments with their consumers. So, the educational discourse is established in the scope of a specific social institute (educational institution), centres on a person in terms of its content (purpose, methods and means relate to development of a student's personality in an organized process of social education); it is characterized by status-role relations of communication participants (a teacher and a student) and has a specific aim (socialization of a new member of the society) (Karasik, 2004).

Strategies of the educational discourse are determined by a main aim – socialization of a person – and reduced to communicative intentions which specify a main aim of the discourse. So, a general purpose of the educational discourse is to establish conditions for development of a well-rounded personality in a full variety of its psychophysical, social and personal characteristics. Thus, the main functions of the educational discourse are informative, pragmatic, emotive and maintaining contact. The last two but not the least are directly connected with using classical English literature in studying/teaching process as they are carried out with linguistic means for expressing the attitude to the content or the collocutor and using means for coming into psychological contact with the addressee.

Norms of the educational discourse reflect ethnic values of a community in general and values of a specific social group forming the institute. The educational discourse is conventionally considered in two levels: micro (school class, student group, conference, discussion group, etc.) and macro (the big social group, e.g. controverting on urgent educational issues).

Chronotope of the educational discourse is an educational institution (school, college, university, and classroom) and time allotted intentionally for communication (lesson, lecture, examination). Values of the educational discourse are brought to acknowledgement and consolidation of social traditions. Participants of the educational discourse are a teacher and a student acting in various communicative situations. The educational discourse is characterized by a fundamental inequality of communication participants. Positive results of educational relations are to a large extent determined, in opinion of scientists, by a communication potential of the teacher's personality and his/her communication skills.

The modern educational discourse is the cross-roads of anthropology, the contemporary approaches to studying language and culture comprises knowledge of classical literature.

Modern Russian educational policy is based on internationalization, institutionalization, cultural convergence and acknowledgment of universal aims and values. Pragmatic necessity of good English speaking/teaching, as it is a language of international communication, is put forward. The English language helps to form the united educational area and to solve such problem as the language and cultural barrier, as well as later political problems caused by

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