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DOI 10.18413/2712-7451 -2020-39-3 -477-486

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486. DOI 10.18413/2712-7451-2020-39-3-477-486

Directive speech acts of prescriptions (permissions) and prohibitions in religious discourse

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Abstract. The current level of development of linguistic science requires the combination of different linguistic paradigms and reveals the lack of information about the functioning of various speech acts in different types of discourse-which determines the relevance of this study. The purpose of the research is to conduct a comprehensive analysis of religious prescriptions and prohibitions, build a typology and determine the features of religious prescriptions and prohibitions. The result of the specificity of the religious injunctions and prohibitions (the influence on their building and contents General didactic orientation religious discourse); the characteristics of the requirements and prohibitions (clear adresata

orientation, explicitness), which are determined by the functioning of religious discourse; the basic types of religious prescriptions (encouraging, Advisory, permissive, promising) and restrictions (regulations, instructions, explanations, demands, requests). For the first time, the specificity of speech acts of prescriptions and prohibitions functioning in religious discourse is established, structural and semantic models of religious prescriptions and prohibitions are identified, and their types are determined.

Keywords: causation of action, social norm, success conditions, religious norm, prohibition-laws, prohibitions-prescriptions, prohibitions-instructions, prohibitions-explanations, prohibitions-requirements, prohibitions-requests.

For citation: Omelchenko O.V. 2020. Directive speech acts of prescreptions (permissions) and prohibitions in religious discourse. Issues in Journalism, Education, Linguistics, 39 (3): 477-486 (in Russian). DOI 10.18413/2712-7451-2020-39-3-477-486

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The first part of the study is devoted to the analysis of the role of the state in the formation of the educational system. The author emphasizes that the state is responsible for ensuring the accessibility and quality of education for all citizens. In this context, the role of the state is to create favorable conditions for the development of the educational system, including the provision of financial support and the implementation of regulatory functions.

The second part of the study is devoted to the analysis of the role of the media in the formation of the educational system. The author emphasizes that the media plays an important role in providing information about the educational system and in forming public opinion. In this context, the role of the media is to provide objective and unbiased information about the educational system and to promote the development of the educational system.

The third part of the study is devoted to the analysis of the role of the family in the formation of the educational system. The author emphasizes that the family plays an important role in the formation of the child's personality and in the development of the child's cognitive abilities. In this context, the role of the family is to provide a supportive and stimulating environment for the child's learning and development.

The fourth part of the study is devoted to the analysis of the role of the school in the formation of the educational system. The author emphasizes that the school is the main institution responsible for providing quality education to all children. In this context, the role of the school is to ensure the accessibility and quality of education for all children and to promote the development of the educational system.

The author concludes that the state, the media, the family, and the school all play an important role in the formation of the educational system. Each of these institutions has its own specific responsibilities and functions, and it is the interaction between these institutions that determines the quality and accessibility of education for all citizens.

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