

**THE INFORMATIONAL AND SCIENTIFIC STYLES**

Khaydarova Nigora

Scientific supervisor, Andijan state institute of foreign languages,

Department of Theory and Practice of the Russian Language,

Student of group 402

Nabiyeva Khadicha

The informational style is associated mainly with the sphere of mass communication—news reporting, broadcasting, public announcements, and educational informational texts. Its primary purpose is to present factual data quickly, clearly, and without subjective evaluation. The scientific style, in contrast, functions within the academic and research domains, where the primary aim is to formulate, systematize, and argumentatively support theoretical knowledge.

The functional style of language constitute a crucial component of modern linguistics, as they represent stable systems of linguistic means used in various spheres of human communication. Among them, the informational style and the scientific style stand out due to their primary orientation toward transmitting objective knowledge, facts, and data. Despite this common foundation, these two styles differ significantly in their communicative tasks, structural organization, vocabulary, phonostylistic characteristics, and pragmatic functions.

This article provides a comprehensive analysis of both styles, focusing on their linguistic, phonetic, lexical, syntactic, and communicative characteristics. It also examines sub-varieties of each style and discusses their similarities and differences. Such a comparative approach makes it possible to understand how language adapts to different communicative needs, becoming more precise, objective, or expressive depending on the context of use.

Keywords: *Informational style, scientific style, objectivity, neutrality, factual reporting, broadcasting, news reading, prosodic features, educational texts, terminology, scientific vocabulary, logical coherence, passive constructions,*



impersonal style, exact sciences, humanities, popular science, structural organization, academic communication, functional styles.

1. The Informational Style

1.1. General Characteristics

The informational style is traditionally classified as formal and neutral, avoiding emotional coloring and subjective assessment. It is realized primarily in written form, although many informational texts are intended to be read aloud (e.g., news scripts, public announcements, official notifications).

The central aim of the informational style is to inform the audience by presenting factual material concisely, objectively, and clearly. The communicative function overrides personal expression; therefore, the style is marked by impersonality and a lack of emotional evaluation.

Typical spheres of use include:

- printed news (newspapers, magazines);
- online journalism;
- radio and television broadcasting;
- official informational announcements;
- educational informational texts.

Despite its neutral and factual character, the informational style must maintain readability and accessibility, adapting the information to the audience's level of background knowledge.

1.2. Informational Educational Texts

Informational educational texts represent a significant branch of this style, often serving didactic purposes. Such texts exist in two main forms: read-aloud informational texts and spoken informational texts.

1.3. Press Reporting and Broadcasting

Press reporting and broadcasting represent the most prominent forms of the informational style. News reading, especially on radio and television, is marked by a high degree of formality, strict neutrality, and standardized vocabulary.



Radio announcers must rely heavily on prosodic features, while TV announcers may use visual cues to support understanding.

2. The Scientific Style

2.1. Definition and Purpose

The scientific style functions as the linguistic medium for producing, presenting, and verifying scientific knowledge. Its main goals are to develop theoretical concepts, describe laws and principles of reality, logically structure research findings, and ensure precision, clarity, and objectivity.

2.2. Subdivisions of the Scientific Style

There are three main subdivisions: the style of the humanities, the style of the exact sciences, and popular scientific prose.

2.3. Lexical Features

Scientific vocabulary includes terms, terminological phrases, internationalisms, and specialized polysemy. Scientific texts avoid metaphors, emotional vocabulary, and colloquialisms.

2.4. Syntactic Features

Characteristic constructions include impersonal sentences, passive voice, complex sentences, and syntactic clichés such as “Proceeding from the above...” and “It should be noted that...”.

2.5. Structural and Compositional Features

Scientific texts typically contain headings, abstracts, footnotes, tables, formulas, and numbered paragraphs.

3. Comparative Analysis

Despite shared features, the two styles differ substantially in purpose, structure, vocabulary, and target audience.

Conclusion

The informational and scientific styles represent essential functional varieties of modern English. Each performs a specific social and communicative function, shaping the way knowledge is transmitted and interpreted. Understanding



these distinctions is crucial for effective communication in academic, media, and professional settings.

REFERENCES:

1. Akhmanova, O. S. (1966). Dictionary of Linguistic Terms. Moscow State University Press.
2. Arnold, I. V. (1990). Stylistics of Modern English. Moscow: Prosveshchenie.
3. Biber, D., Conrad, S., & Leech, G. (2002). Longman Student Grammar of Spoken and Written English. Pearson Education.
4. Crystal, D. (2003). The Cambridge Encyclopedia of the English Language. Cambridge University Press.
5. Galperin, I. R. (1981). Stylistics. Moscow: Higher School Publishing House.
6. Halliday, M. A. K., & Hasan, R. (1976). Cohesion in English. Longman.
7. Halliday, M. A. K. (1994). An Introduction to Functional Grammar (2nd ed.). Edward Arnold.
8. Hatim, B., & Mason, I. (1997). The Translator as Communicator. Routledge.
9. Leech, G., & Short, M. (2007). Style in Fiction (2nd ed.). Pearson Longman.
10. Lyons, J. (1977). Semantics (Vols. 1–2). Cambridge University Press.
11. McCarthy, M. (1991). Discourse Analysis for Language Teachers. Cambridge University Press.
12. Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). A Comprehensive Grammar of the English Language. Longman.
13. Van Dijk, T. A. (1988). News as Discourse. Lawrence Erlbaum Associates.