

## **Abstract**

The thesis summarizes the current state of knowledge in the style of school communication and formulates further characteristics of this style based on an analysis of real speeches and texts given by teachers and pupils. The use of specific means of verbal and non-verbal communication is tied both to the entire school discourse and also to its particular genres. An attention is also paid to some genres which are rarely discussed in linguistic literature (monologue speeches of pupils, dialogue among and between pupils, teachers' written preparations, didactic tests, etc.). Given the characteristic purposes and functions of communication in school, its specific features and means, the author recommends to define this style as an independent style in the system of functional styles.