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дамыту»*

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# PEDAGOGICAL DISCOURSE AS A COMMUNICATIVE STRATEGY OF TEACHING AND UPBRINGING

## ОҚЫТУ ЖӘНЕ ТӘРБИЕЛЕУДІҢ КОММУНИКАТИВТІК СТРАТЕГИЯСЫ РЕТІНДЕГІ ПЕДАГОГИКАЛЫҚ ДИСКУРС

## ПЕДАГОГИЧЕСКИЙ ДИСКУРС КАК КОММУНИКАТИВНАЯ СТРАТЕГИЯ ОБУЧЕНИЯ И ВОСПИТАНИЯ

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**Abstract:** *The article comments on the new understanding and characteristics of pedagogical discourse at the present stage of development of linguistic and pedagogical science. Discourse is an integral communicative situation in which its participants and the text are immersed and which is formed on the basis of social, cultural and other factors accompanying communication. The author of the article consistently actualizes the main features of pedagogical discourse, its communicants, types and conditions of pedagogical interaction, communicative strategies.*

**Аңдатпа.** *Мақалада лингвистикалық және педагогикалық ғылымның қазіргі даму кезеңіндегі мен педагогикалық дискурстың жаңа түсініктері сипатталады. Дискурс – бұл оның қатысушылары қарым-қатынаста болып әлеуметтік, мәдени және басқа факторлар негізінде қалыптасатын тұтас коммуникативті жағдаят. Жұмыста педагогикалық дискурстың негізгі ерекшеліктері, оның коммуниканттары, педагогикалық өзара әрекеттесудің түрлері мен шарттары, коммуникативті стратегиялар дәйекті түрде көрсетіледі.*

**Аннотация.** *В статье комментируется новое понимание и характеристики педагогического дискурса на современном этапе развития лингвистической и педагогической науки. Дискурс – это целостная коммуникативная ситуация, в которую погружены ее участники, которая формируется на основе социальных, культурных и других факторов, сопровождающих общение. В этой работе последовательно рассматриваются основные особенности педагогического дискурса, его коммуникантов, виды и условия педагогического взаимодействия, коммуникативные стратегии.*

**Keywords:** *pedagogical discourse, social institution, addressee, addresser, speech act.*

**Түйінді сөздер:** *педагогикалық дискурс, әлеуметтік институт, адресат, адресант, сөйлеу актісі.*

**Ключевые слова:** *педагогический дискурс, социальный институт, адресат, адресант, речевой акт.*

Educational and pedagogical discourse here is understood as meaning-forming and meaning-reproducing activity regulated by certain historical and

socio-cultural codes (traditions), aimed at broadcasting, reproduction and regulation of certain values, knowledge, skills and behaviors.

Our spiritual culture and the sphere of human communication in society consist of many different discourses, such as: pedagogical, conversational, scientific, economic, political, legal, religious, advertising and many others. From the paradigm of discourse, it can be revealed that discourse has no boundaries, is constantly in interaction with other professional discourses that are part of the professional space. Consequently, discourse is a stable, socio-cultural tradition of human communication, which is accompanied by a specific set of communicative statements in various situations. The means of creating discourse is speech, discourse is speech in all its varieties in the aspect of an event/situation.

German philosopher and sociologist Yu. Habermas identified 5 types of discourse based on the criterion of interpersonal communication:

- discourse as a means of communicative action (for example, communication for the purpose of information and training or an organized debate);
- a communicative action that only superficially resembles the form of discourse;
- therapeutic discourse, where the creation of conditions for discourse relies on self-reflection;
- a normal discourse that is intended to justify some kind of ideological significance/significance (for example, a scientific discussion);
- new forms of discourse (for example, the model of free seminar discussion) [1, pp. 11-22.].

Discourse, as "a new feature in the appearance of Language ..." [2, p. 71] is a linguistic unit with structural, functional specificity. The development and formation of the anthropocentric paradigm has progressively led to a detailed analysis of discourse not only in the research of linguistic sciences of disciplines (sociolinguistics, ethnolinguistics, pragmalinguistics, linguistics, semiotics, rhetoric, etc.), but also to the study of this phenomenon by a number of sciences such as philosophy, cultural studies, psychology, pedagogy, etc.

The sociolinguistic approach to the study of discourse presupposes its two main types: institutional, when the speaker represents a certain social institution, and personal (personality-oriented), where the speaker acts as a person in all the diversity and richness of his inner world.

One of the main types of institutional discourse is pedagogical discourse, which is based on the communicative categories of the process of didactic interaction. The concept of "pedagogical discourse" appeared in the 70s of the twentieth century and was described as situationally and socially conditioned speech activity. Due to the fact that the processes of pedagogical discourse take place in the educational environment of training sessions and the main goal of communicants has a didactic orientation, such a discourse is also called "didactic".

The problems of pedagogical/educational-pedagogical discourse were studied by linguists V.Karasik, A.Gabidullina, T.Yezhova, M.Oleshkov, Y.Shcherbinina, etc. According to T. Yezhova's concept, "pedagogical discourse is a dynamic system of value-semantic communication of subjects of the educational process, which objectively exists and functions in the educational environment. The constituent parts of this system are the participants of the discourse, pedagogical goals, values and a semantic component that ensures the acquisition of the experience of designing and evaluating pedagogical and social phenomena by the subjects of study [3, pp. 59-62]. A.Gabidullina, using the term "educational and pedagogical discourse", defines this concept as an integral socio-communicative event in the field of organized educational activity, the essence of which lies in the interaction of teacher and student and which occurs within a certain educational and pedagogical situation with the help of texts and other sign complexes [4, p. 6]. M.Oleshkov believes that pedagogical discourse is more structured due to the high level of regulation, status of participants, ritualization. M.Oleshkov points out such a feature of it as the presence of the author of the discourse (teacher), who is aware of the need to "generate" the text, is able to implement it in the form of his own didactic text of the genre, carrying out the planned influence on the addressee in a specific communication situation [5, pp.201-208].

Based on the above, it should be pointed out that the process of implementing the educational text at a certain stage of the lesson (communicative "space") in a didactic communicative situation occurs within the framework of a public institution (secondary school) in accordance with the social "order" of society.

Pedagogical / didactic discourse is characterized by the desire for cooperation, convention at the level of conscious choice and achievement of goals, the choice of optimal means to achieve the most effective interaction.

So, any process of learning and education is impossible without language. Since education as a social institution serves precisely pedagogical discourse, its importance in education is great. As noted above, the goal of pedagogical discourse is the socialization of a new member of society, i.e. it includes both educational and educational tasks. Such as: explaining the structure of the world, familiarizing with the values of spiritual culture, teaching norms and rules of behavior, organizing the activities of a developing personality in society, checking the understanding and assimilation of information, evaluating the results. Let's define the main parameters of pedagogical/didactic discourse:

Communicants (teacher/teacher, students) whose social and status roles are considered at the "invariant" level.

The content of educational material that plays an important role in a specific communicative didactic situation.

The method of communication is the so-called "channel" of communication (verbal).

Implementation of language competence in speech activity "code".

Evaluation of the effectiveness of a speech event ("key" according to D. Himes).

The sphere of joint communication (the educational environment of the lesson).

The place of communicative interaction (school classroom/auditorium).

Chronotope/ time (45 minutes of a school lesson).

Complex didactic goal of interaction (lesson stages determined by the purpose of the lesson).

Communicative intention (intention) pursuing "non-linguistic" parameters of the didactic goal: dominance; message/request for information; persuasion, proof, agitation; management, manipulation; evaluation (emotional evaluation); social consolidation; satisfaction with the results of the lesson.

Speaking about pedagogical discourse, it is necessary first of all to describe the participants of the linguistic phenomenon as pedagogical discourse (PD). In the PD, representatives of the Institute of Education act as the addressee. The addressee, pursuing communicative goals, is characterized by competence, the qualities of a subtle psychologist, the desire to get to know the addressee better, the desire to establish contact with him and convey the necessary information to the addressee. The peculiarity of PD is that the addressee (teacher / teacher) in almost all cases can only be single-individual, who is the main initiator of the "speech holder" in any speech situation of the lesson. The addressee, acting intentionally on the addressee with the task of achieving the desired in a certain communicative situation, creates his speech in the form of his own pedagogical text. All participants in the education process can act as the addressee in the PD. The addressee / recipient in a pedagogical speech situation, being the object of communication, receives information. In PD, the addressee can be either single or multiple.

The influence of the chronotope is also significant in pedagogical discourse. According to V.I. Karasik, the chronotope of pedagogical discourse is very clearly delineated: it is the time assigned to the educational process (school lesson, university lecture) and the place where the corresponding process takes place (school, classroom, classroom) [6, p. 211]. Pedagogical discourse also includes a dialogue between a teacher/teacher and a student during extracurricular time, since all the norms of pedagogical discourse are also preserved here.

The values of pedagogical discourse are explained by its educational purpose. The pedagogical discourse contains all the moral values for the formation of the worldview of the younger person (social, moral, religious, scientific, political).

Strategies of pedagogical discourse are a sequence of speech acts in a situation of socialization of a student. In a number of communicative strategies of pedagogical discourse, the following should be distinguished:

Explanatory, the purpose of which is to transfer accumulated knowledge, and not to search for new information or objective truth. This strategy brings the pedagogical discourse closer to the scientific one to a greater extent;

The evaluation strategy of PD is characterized by the presence of an evaluation scale and the expression of the importance of the teacher as a representative of society, which is determined by his authority to evaluate the achievements of the student.

Controlling is manifested in checking the readiness of the student to assimilate new knowledge. This strategy can be defined as "feedback", thanks to which the teacher designs joint activities with students.

The promotional strategy aims to create favorable conditions for the formation and further self-development of the learner.

The organizing strategy consists in the joint actions of the participants of the pedagogical discourse (organization of educational activities, extracurricular activities).

The educational environment of the lesson as an organized communicative space should be considered precisely from the point of view of interrelated stereotyped (ritualized) didactic communicative situations that are on a par with the etiquette situation of using ritual speech. At the same time, the participants of the didactic discourse adhere to the attitude, the desire to stay in society: "I remember the rules of the game and I play by them" [7, p. 48]. Thus, the teacher, as an active subject of a didactic communicative situation, implements a certain scenario in his activity (the process of a lesson with speech situations), and the student strives not to become a passive subject, but to correspond to the dyad of pedagogical discourse.

The analysis of the current educational situation in the school/university allows us to substantiate the main directions and values of personality-oriented education. This is the integration in the new information space of creative human sciences with new humanistic and culture-forming functions, such as: social self-affirmation (social significance, prestige); intellectual and moral communication; self-improvement (the possibility of developing creative abilities, familiarization with spiritual culture); self-expression (creative and diverse nature of work).

Thus, a broad and narrow understanding of the educational and pedagogical discourse is revealed. In a broad sense, it is an educational discourse, which is described as an integral structure consisting of specific educational texts, which may include methodological software, pedagogical concepts, academic subjects and their plans, textbooks, etc. In a narrow sense, pedagogical discourse is the verbal behavior of the addressee /teacher and the addressee/student in the classroom. The units of a teacher's communicative behavior are a speech act, a speech move, a speech situation. The second participant in the learning process is the "absorber" of educational information.

In conclusion, it should be emphasized that in modern society, with the development of multicultural education and upbringing, the importance and place of pedagogical discourse in the educational environment and in society is increasing. Didactic discourse can be successful only if all its participants are aware of themselves as partners, part of an adequately organized dialogical environment, who take part in the dialogue in order to achieve mutual understanding. Pedagogical discourse in the professional training of future specialists is an institutional phenomenon in which both the teacher and the student play certain social roles. The addressee/teacher, who has sufficient personal potential and communicative skills, can consciously regulate the communicative and strategic activities of the addressee/ students in the classroom / outside the lesson, create a friendly communicative environment with the help of partnership strategies and positive results, maintain their self-awareness, independence, independence in judgments and actions.

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## **ВОПРОСЫ РАЗВИТИЯ МОТИВАЦИИ В ОБУЧЕНИИ ЯЗЫКАМ**

## **ТІЛДЕРДІ ОҚЫТУДА УӘЖДЕМЕНІ ДАМЫТУ МӘСЕЛЕСЕРІ**

## **ISSUES OF MOTIVATION DEVELOPMENT IN LANGUAGE TEACHING**

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