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Axiological paradigm in Pedagogical Discourse

Key words: *axiology, pedagogics, axiological paradigm, pedagogical discourse.*

Annotation: *the issue deals with the problem of pedagogical discourse, as one of the most voluminous and important species in the discourse in modern world. The authors attempt to present the organization of pedagogical discourse in terms of values, which it translates, its components and the most important purposes.*

The problem of Discourse

Discourse is understood as a substance that has no clear contour and volume and is in constant motion. Currently in linguistics increasingly allegedly put forward by the French cultural scientist Michel Foucault's notion of discourse as a set of words spoken and uttered. As rightly pointed M.Makarov, extensive use of discourse as a generic category in relation to the concepts of speech, text, dialogue is getting more common in the linguistic literature, while in the philosophical, sociological or psychological terms, it has become the norm"(1) Purpose of the conceptual apparatus of linguistics discourse is to provide access to its structure-forming parameters. These include the production and consumption of discourse, communicative software, forms of existence of discourse, discursive ensembles (the term Michel Foucault), the types of interactions discursive ensembles.

Production and consumption of discourse.

Generation and detection of discourse (text in the communicative situation) appeared by the important cognitive abilities - language. The study of discourse from the perspective of linguistic personality significant is the concept of communicative competence, possession of knowledge, concepts and skills necessary to maintain communication and exchange of information within the respective culture.

Communicative software.

It is necessary to carry the channels of communication: oral, writing, radio, TV, internet (hence the separation of substances discourse - oral, written, Internet etc.). The code-language ensures communicative applies. That is Language Conceptualization. It embodies the national mentality and view of the world, the basis for the discourse division on a national basis.

Forms of discourse existence. Discourse ensembles (varieties of discourse).

Forms of discourse existence are the material realization of speech genres. In the history of civilization, the most reliable guardians of discourse are the stacks.

Discursive ensembles are formed at the intersection of communicative, cognitive and linguistic component of discourse. By the communication component positions and roles are possible that are available in the discourse of native speakers - language personality. The cognitive

component is the type of knowledge. Discursive ensembles are surrounded by discursive communities, based on the principle of "family resemblance."

The fore typology areas of communication and communicative situations should take into account the opposition of student-orientation and status-orientation types of discourse. In the first case we are interested in people talking (writing) in all the richness of their personal characteristics; in the second case - only as a representative of a group of people. Student-centered discourse is presented in two main varieties - colloquial and artistic communication, status-oriented discourse in a variety of species, allocated in a given society, in accordance with accepted in this society sphere of communication and established public institutions (political, business, scientific, pedagogical, psychological, legal, military, religious, mystical, medical, advertising, sports, administrative, stage, mass-information and other types of institutional discourse). Being in constant motion, the discourse is never divisible into mutually exclusive discursive community.

Discursive processes.

Discursive processes ensure the sustainability discourse and openness to new investments, which bases on its existence in time. Direct repeat in all varieties of discourse confirms the identity of the discourse itself in the form of citation is the variety of discourse as mutually permeable and open to interaction. Other types of repetition can be attributed by translation as a discursive process by which boundaries are partially eliminated national discourses and discourse defines the priorities of the World; primarily it is the sacred texts.

Discourse analysis - an interdisciplinary field of knowledge, located at the intersection of linguistics, sociology, psychology, ethnography, style and philosophy. Discourse analysis is carried out from different perspectives.

At present, the great scientific interest causes the treatment of pedagogical discourse, as linguistic studies are becoming more anthropocentric. In addition, the communicative activity of the teacher is in particular interest as part of a pedagogical discourse, because teacher is the organizer and coordinator of the pedagogical process.

Pedagogical discourse is communication between people, considered with regard to their status and role performance (teacher - student).

The features that are expressed in pedagogical discourse:

- a) the particular communicative possibilities of the teacher;
- b) the established nature of the relationship of the teacher and pupils;
- c) creative personality of the teacher;
- d) especially teachers' collective.

The aim of pedagogical discourse is the socialization of new members of society (the explanation of world order, norms and rules of conduct, the organization of the new member of the society in terms of its acquisition of values and behaviors expected of the student, checking understanding and assimilation of information, evaluation of results). Values of pedagogical discourse explains its backbone purpose and can be expressed as axiological protocol statements, i.e. statements that contain statements of obligation (should, need to be), and positive values. Such proposals, in some cases may receive in the implementation of certain

codes can be encrypted in proverbs, texts with meaning and mostly find direct expression in communicative situations of failure, when the participants are forced to articulate that is usually a condition of normal communication. For example, "Elder must be respected," "Honor your ancestors."

Full list of pedagogical discourse values is very difficult to be made for several reasons. Firstly, the pedagogical discourse is the basis for the formation of a worldview, and therefore almost all the moral values inherent in this type of discourse. Secondly, the pedagogical discourse in some aspects intersects with religious, scientific and political discourse types, and therefore difficult to identify the actual pedagogical side values. Third, the value of discourse are ideological charge and possible discrepancies. Finally, valuable picture of the world is divided by people with a certain degree of conditionality.

So, pedagogical discourse is the process of communicative interaction of the teacher and students in vocational educational sphere. Pedagogical discourse in the general system of discourse occupies a leading position with the help it can manage its own activities as well as joint. But the teacher directly in the pedagogical discourse translates a certain system of value orientations of the pupil. Based on this, we can conclude that the axiological component of pedagogical discourse. Thus, the value of pedagogical discourse consists with the values of socialization as a social phenomenon.

References:

1. *Makarov M. Interpretative discourse analysis in a small group. Tver, 1998; 200.*