13

МАТЕРИАЛИ
ЗА XI МЕЖДУНАРОДНА
НАУЧНА ПРАКТИЧНА
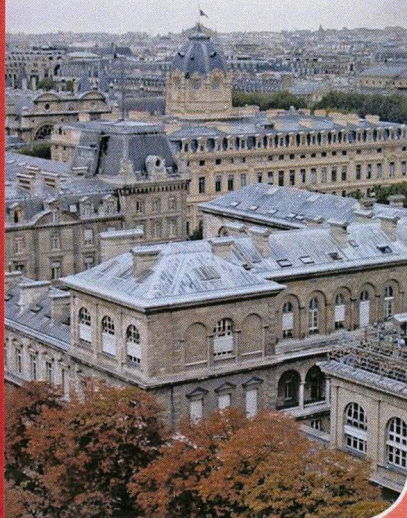# КОНФЕРЕНЦИЯ

КЛЮЧОВИ ВЪПРОСИ
В СЪВРЕМЕННАТА НАУКА -
2015

17 - 25 април 2015

Том 13

Филологични науки

Senior teacher Omarova G.M.
Senior teacher Musina M.K.
Almaty Management University

DISCOURSE AS A MEANS OF INTERCULTURAL AND COMMUNICATIVE DIALOGUE

Abstract

Modern world integration processes and the development of international cooperation raise the motivation for learning foreign languages. Therefore, foreign language learning is regarded as one of the priority of education modernization in our country. Today permanent mastering new knowledge and on their basis competences becomes a paramount condition of preservation of qualification for the expert.

As the goal of the modern foreign language education it is considered the formation of intercultural communicative competence, that is, the ability and willingness to carry out real foreign dialogue with native speakers, as well as introduction to the culture of the target language country, better awareness of the culture of their own country, the ability to represent it in the communication process.

Keywords: foreign language, discursive elements, intercultural communicative competence, dialogic nature, discourse, extra linguistic factors, typical speech cliché.

I. Introduction

Discourse as a means of intercultural and communicative dialogue

Modern world integration processes and the development of international cooperation raise the motivation for learning foreign languages. Therefore, foreign language learning is regarded as one of the priority of education modernization in our country. Today permanent mastering new knowledge and on their basis competences becomes a paramount condition of preservation of qualification for the expert.

As the goal of the modern foreign language education it is considered the formation of intercultural communicative competence, that is, the ability and willingness to carry out real foreign dialogue with native speakers, as well as introduction to the culture of the target language country, better awareness of the culture of their own country, the ability to represent it in the communication process [1, p.45-46]. It is considered that human communication is the process of information exchange, which has

dialogic nature. In this case, if the communication is characterized by monoculture resemblance to some extent prior experience, when it comes to communicating in a foreign language, the greater the differences between the languages and cultures and the harder it is to use language as a means of intercultural communication.

The educational process should intensify existing intellectual abilities of each student, knowledge and experience of the speech, his emotions and moods, and to develop these personal settings. Therefore, it is important to build the learning process so that the student solving these or other communication tasks, felt the need and had the opportunity to realize their own intentions [2, p.9].

To teach how to use language creatively is possible only during active communication (interaction) of trainees in this language. Therefore the ways of training directed first of all on assimilation of system of language have to be replaced with the new, interactive forms of education uniting the trained – subjects of educational process and giving to training process really interactive character.

The personal aligned nature of acquisition of a foreign language dictates need to reinterpret as the training activity of a trainer, and activity, and a position of the language training of learner on assimilation. The learner becomes the main subject of the educational process. Training not only acts as a moderator, creating incentives for the student to assimilate the contents of training – he is an assistant organizer and communication in the target language. Person-centered approach requires flexibility in setting goals, take into account the personal interests of students, their individual characteristics and thus creates the conditions for greater effectiveness of the training.

II. What is the nature of discourse in learning the English language?

Thus, learner-centered paradigm is the original conceptual approach to education and training aimed at developing the student's personality, his determination, self-realization and social adaptation.

Intercultural communication is a multicomponent phenomenon and its study and modeling of discourse as its organizational form and communicative unit plays an important role. One reason for the emergence of a new linguistic notion of «discourse» in modern linguistics is an anthropocentric approach, which includes the addition of linguistic extra linguistic (knowledge of the world, opinions, strategies, and intentions), pragmatic, socio-cultural, psychological, and other factors. In linguistics, in the knowledge of the language before it was decided to focus on internal linguistic phenomena, such as a word or a grammatical form, offer, text, etc., and external, i.e. extra linguistic factors associated with a man and his needs, motives, goals and expectations, i.e. social, psychological, personal, cultural, etc. side of communication remained without proper attention. At this stage, the theory of discourse is one of the rapidly developing areas of linguistics. «Linguistics goes beyond the study of language and speech problems, and communication problems with achieving the desired result are its object. But the choice of a linguistic form depends on the context of the communicative process, from of who, where and when to use the language, also taken into account at the same age and social status of the participants. The discourse has diverse and conflicting

properties, characterized by a combination of many interwoven events. A communicative phenomenon that is in addition to the text of another extra linguistic factors which must be taken into account such things as language-world picture, concept, frame-based situations, etc. The subject of discourse, pursuing their specific intentions, chooses its strategy of verbal behavior, and uses for this specific discursive tactics. Language reflects the changes that occur in society, science, culture and all other areas of human activity. At this stage, the problem of formation and linguistic representation of the concept widely studied in linguistic science.

Discourse is a multi-valued concept (Wed French. Discourse, Eng. Discourse, from Lat. Discursus – Run Games back and forth, circular motion, rotation, conversation, conversation). At different stages of the study of discourse, attempts were made to define it, and the number continues to grow every year (I.T. Kasavin, E.S. Kubryakova, O.V. Alexandrov, T.V. Shmelev, M.L. Makarov). In Linguistic encyclopedic dictionary discourse is defined as «a coherent text in conjunction with extra-linguistic, pragmatic, sociocultural, psychological and other factors; the text in event-driven aspect; we are considered as a purposeful, social action, as the components involved in the interaction of people and mechanisms of their realization. «Discourse – it is a speech, immersed to the life» says N.D. Arutiunova [3 p.136-137].

Discourse – is a stable, socially and culturally conditioned form of human communication. All existing language discourses have their specific communicative intention. In everyday life, we are active participants in various discourses – everyday, formal, educational, scientific, political, journalistic, religious, aesthetic, and others.

For example, the pedagogical discourse is characterized by a fixed set of ritual actions: greeting the teacher by standing out of the desk at the beginning and end of the lesson, raising hands if you want to answer.

Communication – is not the transmission of information and the exchange of information between the communicants. Is it possible in the learning process to prepare the student for an adequate participation in the discourse, to predict its actions in communication, including speech acts? I think the answer to this question is yes, since one of the functions of discourse is that it is a model of speech and nonverbal behaviors for the student. And linguistic phenomena trainee must learn not in isolation but in the context, i.e. E. In the discourse, in different communicative situations.

Thus, the discourse is «a specialized kind of clichéd dialogue» due to the social functions of the communicants and regulated both in content and form of the sphere of social life, to which it relates.

In contrast to the discourse of the text is presented not as an isolated structure, but as a «unity of language forms, values and actions.» Despite such a complex composition, for the study of discourse is important is not the function of each of its individual elements, and functions as a coherent voice work in the broader social context.

Many authors also give consideration to the problem of differences between the text of the discourse. T.A. Van Dake believes that «discourse – it is actual spoken text, and the text – is an abstract grammatical structure of spoken.» [4] G.M.Levina suggests

using the following formula concerning the relation of text and discourse: discourse = text + context «or text = discourse – context or context – text + discourse. [5] I. Bogutskaya believes that «discourse – is text that can be perceived only in the possession of an adequate context.» [6]

In the educational process there are two types of interaction between the communicants' training – Training «,» learner – learner. «Joint activities and training in educational communication space creates educational discourse that promotes, on the one hand, the formation of educational abilities, on the other hand, intercultural communicative competence. Academic discourse can be prepared and organized by a teacher and have a rigid structure. Or in the course of interpersonal interaction in the learning process can develop more flexible models of educational communication with a variety of possible speech acts. The degree of stiffness / flexibility discourse of course also depends on the personal characteristics of the participants in the communicative process. Plays an important role creativity of the teacher and the student. The level of preparedness / awareness of the student depends on the complexity of independence and established their discourse. The task of learning to organize the learning process so that the student could perfectly realize themselves as the subject of intercultural communication. Any act of communication in the classroom consists of the social context of the situation, which gives an idea of the participants of communication and their characteristics, and discourse containing the linguistic and extra linguistic factors.

Depending on the purpose and subject matter educational discourse, while retaining their basic distinctive features, can be regarded as a projective based on legal, economic, medical and other types of institutional discourse. This can be quasi discourse, i.e. not real, but as close as possible to reality, simulated discourse. In connection with this it is necessary to develop students' discursive competence, which is the knowledge of the different types of discourses and the rules of their construction, as well as the ability to create and understand them taking into account the situation of communication [7, p.110].

To this end, for each field of activity can be identified a specific set of speech acts, the typical situation of communication inherent in a particular specialty representatives. When teaching foreign language professional oral communication is necessary to study the characteristics of discourse of a particular specialty, analyze its shape content. This will help the students to actively use the characteristic of the discourse of expression, thereby acquiring the ability to interact in different situations of professional communication.

Depending on the extra-long, communicants «confused in different status and role relationships (teacher -student, doctor-patient, a bank employee – client) that require them to use speech markers estimates that differ in emotional coloring. Evaluation remarks can be deployed on any positive or negative models of communication [8, p. 40- 64].

Teaching foreign language discourse – an artificially created language «environment that allows experience and simulate real-life situations. It should be noted that the training discursive activity is heuristic in nature, that certainly contributes to the creative abilities of students, which are manifested in the creation of training their own discourses (oral responses, reports, essays, theses, essays, etc.).

Important feature of the academic discourse is considered his dialogic nature, as being a form of linguistic communication, it implies a change of communicative roles. After learning discourse created as part of communicative and social activities, to share all kinds of information, intellectual and / or emotional impact on the interlocutor, to achieve a certain result [9, p.5]. Dialogic nature of academic discourse leads to the following functional features: argumentativeness, informative and expressiveness.

Search for the optimal organization of modern educational discourse in foreign language education leads to the identification of the relevant utility models.

III. Conclusion

Recently, discursive elements (discursive words) and their role in creating a discourse became the object of attention. Indeed, the existence of discursive elements talking about institutional features of any voice work. DOE used in educational discourse for the expression of subjective evaluation. In oral discourse DE contact establishing used as binders. Discourse connectivity is one of its most important features. Communication parts discourse is carried out by means of discursive elements that play an important role in the organization of its contents. Performing an important role in all phases of the communication process, they explicitly govern the process of communication are used to express the speaker's subjective attitude to reporting, organize and direct the course of communication, ensure its success. All this increases the role of the organizing principle of the discursive elements.

In its structure, DE may be monosyllabic (so, then, therefore ...), and take the form of statements (its common knowledge that ..., It's a well-established fact that ...). For example I can give you some examples: give students exercises on translating the following DE: First of all, Firstly, Well, firstly, To begin with, I'd start by, For a start, First of all, For a start, There're two points her, Again.

There are typical speech cliché designs that precede the actual specification of the event and established etiquette formulas tend formula of greeting, presentation, and request willingness to communicate. Possession of these clichés due to the high resistance of the component composition will prepare our students for oral and colloquial forms of speech.

References:

1. Bim I.L. Foreign language teaching in High school. Methodology of foreign languages teaching: tradition and modernity. Collective monograph edited by Academician RAO Mirolyubova A.A.- M .: Title, 2010. – 464p.

2. Galskova N.D. Modern methods of teaching foreign languages. MM: ACTI, 2004. – 192p.

3. Arutynova N.D. Language and the world of man / Arutynova N.D. – M.: Languages of Russian culture, 1998. – 472 p.

4. Dake van T.A. Language. Cognition. Communication. M., 1989.

5. Levin G.M. Teaching engineering Russian discourse to foreigners – M: Yanus K, 2003, pp 27-28.

6. Bogutskaya I.N. The linguistic nature of the educational discourse, Journal of Yugorsk State University, 2009. Issue 1 (12). P. 45-49

7. Gural S.K., Shaturnaya E.A. Bologna process: the role of discursive competence in foreign language teaching / Pedagogical sciences. 2008. -No7.-p.109-111.

8. Romanov A.A, Hodyrev A.A. Managerial rhetoric. – M .: Lily, 2001.

9. N.I. Formanovskaya- Reflections on the communication units // Russian language abroad. 2000. № 1. pp 56-63.