

Editorial

Contemporary educational discourse as a tool of modernization of higher education

Nataliya Bhinder^{1*}

¹ European Institute of Knowledge and Innovation, UK

* Correspondence: natabhinder@gmail.com

<https://doi.org/10.59652/jetm.v1i2.13>

Abstract: The article deals with the analysis of different approaches to the definition of the category of educational discourse in various fields of humanities in particular. Special attention was drawn to the explanation of the notion of educational discourse. According to the author, it means a type of institutional communication with a regulatory orientation, the purpose of which is the socialization of a new member of society and the transfer to him of certain knowledge, abilities, skills, and social values. The article proves that educational discourse creates positive educational communication between participants of the educational process and results in positive knowledge transfer. Also, the author outlines the structural components of educational discourse and explains its role within the educational process. The findings show that effective educational discourse applied between the participants of the educational process helps build a positive educational environment and modernize higher education in the long run.

Keywords: educational discourse; communicative competency; educational process, modernization

Today education is one of the components of supporting economic, socio-political, and technological improvements and reducing the negative impact in various spheres of human activity. Only highly qualified specialists who possess and use ethical standards of management can understand historical advantages and make correct decisions. In-depth understandings of discourse and innovative knowledge in the system of pedagogical training of future specialists form new competencies to apply within professional activity and act efficiently in a rapidly changing environment. This means education itself is a socially responsible phenomenon and creates favorable conditions for community development.

Higher education involves the category of educational discourse that literary means a controlled thought process, the result of which should be ordered and logically fit in the specific context.

In modern pedagogy, discourse is analyzed from different positions. Findings show that there are at least three approaches to the study of discourse.

Firstly, it concerns the concept of communicative competence or possession of knowledge, ideas, skills, and abilities necessary to support communication and exchange of information within the framework the communication culture (Kiessling & Fabry, 2021).

Secondly, we talk about discourse as it makes a sequence of correct and logical statements and when apply a number of text categories, such as addressability, thematic and stylistic unity, relative semantic completeness, the possibility of interpretation, genre specificity, etc (Aberson et al., 2000, Datondji & Amousou, 2019).

Thirdly, the definition of discourse depends on the typology of the sphere of communication and the communicative situation. In this context, we differentiate person-oriented discourse presented in two main varieties - everyday and artistic communication as well as activity-oriented that appears in many varieties based on the spheres of communication (political, business, scientific, pedagogical, medical, military, sports, religious, legal and other types of institutional discourse) (Mo, Ageeva, & Mei, 2020).

The spread of the term “discourse” in various fields of humanities led to the possibility of using the term “discourse” in the following meanings:

1. Product of communicative action (conversation, communication) (Yrjö, 1999).

Received: June 1, 2023

Accepted: June 13, 2023

Published: June 15, 2023



Copyright: © 2022 by the authors.

Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license

(<https://creativecommons.org/licenses/by/4.0/>).

2. Semantic homogeneity, logic and relevance of this product (reference discourse, motivational, literary, research) (Datondji & Amousou, 2019).

3. Its genre and ideological affiliation, attachment to a certain context (totalitarian discourse, epistolary discourse, etc.) (Wodak, 2011).

4. Connection with a complete layer of culture and a specific historical period (Datondji & Amousou, 2019).

5. Regarding the fields of scientific research it denotes the methodological orientation, the ordering of elements in a certain science (existential discourse of literary studies, gender etc) (Mo, Ageeva, & Mei, 2020).

Thus, it turns out that discourse is an ambiguous sociocultural term which takes into account the entire set of circumstances that preceded its occurrence, as well as a logically ordered integral layer of phenomena that determines these circumstances and at the same time includes them (Tracy, 2003).

We consider educational discourse is a type of institutional communication with a regulatory orientation, the purpose of which is the socialization of a new member of society, the transfer to him of certain knowledge, abilities, skills, social values. It shows the implementation of social programs of interaction of participants in the conditions of the educational communication situation. Within the educational process, educational discourse refers to such typical institutional forms of interaction in which it is realized and where, accordingly, it is fixed in social rules, norms, specific rituals and formulas that have their own linguistic expression.

The degree of presence of so-called rituals and institutionality depends to one degree or another from the conditions of interaction of participants of educational communication and from a set of role performances, which are realized by the participants of communication in the course of implementation of their instructions and programs. The rituals existing during educational communication suggest their common implementation of the ideal scheme of educational discourse.

Educational discourse is a dialogue; and its general intention is a positive interaction between students and teachers. Formally, educational discourse reflects the real situation, which precedes knowledge as well as imparted knowledge that presupposes orientation to the next experience.

But the main condition for the implementation of educational discourse is not only the reproductive reproduction of the situation, but the possibility of creative activity, which determines the variability of communication in the educational process. It should be noted that there are also many factors that hinder both the conduct of educational discourse and its impact on the development of the student's creative potential.

One of the key categories of educational discourse is a category of pedagogical interaction which is the dominant didactic factor affecting the student's learning motivation, the result of this training, because the educational process depends not only on a teacher, but a dual process of interaction between a teacher and a student.

The structure of educational discourse includes a series of stages that a preconditioned by a complex of external and internal factors. They are the following (Wortham, Kim, & May, 2020):

- introduction to language contact;
- promotion of the initial topic of conversation and its ratification;
- change of roles during the communicative act;
- changing the topic during the conversation;
- output from a communicative act.

The formal sphere of educational discourse is characterized by a strict necessity of compliance with social norms due to the principle of cooperativeness in solving compatible tasks, and asymmetric social relations. The formal sphere forms an activity-oriented institutional type of communication, which can be called a special type clichéd communication between people who may not know each other, but should to communicate in accordance with the norms of this society (Manoliu, 2015). Within the educational process they communication to exchange knowledge and to interact in the educational environment.

Educational discourse is not simple a sequence of individual language units which are bound together semantically but also a potential construction or intentional language activity, which reflects the structure of the communicators, their system of motives, positions, views, and attitudes.

Educational discourse in the structure of innovative processes in higher education acts as a communicative model of language activity between the participants of the learning

situation reflecting the events, facts, and realities of the visual reference situation in accordance with their internal world. This activity concerns a system of thoughts, values, interests because it involves an objective individual's consciousness and subjective interpretation. Therefore, the efficiency of educational discourse directly affects the modernization of the educational process and makes it easier for all the participants.

We found that educational discourse requires certain communicative strategies. They include:

- explanatory;
- evaluative;
- controlling;
- facilitating;
- organizing.

These strategies express the social significance of a teacher as a representative of innovative processes in higher education and are implemented as a teacher creates educational environment for training. One more an important feature of educational discourse deals with its innovative nature. it brings new knowledge, organize their transfer, creates positive conditions for students' training and assist to apply new teaching technologies within the educational process.

In addition, educational discourse, being a flexible phenomenon, is changing because of development of the student-teacher interaction model. Contemporary educational discourse requires the establishment of subject-subject interaction to enhance the efficiency of the educational process.

To make the communication effective, it is necessary, first of all, to plan educational process and to direct it in a constructive direction. But, at the same time, educational discourse due to its inherent communicative and creative features is not always planned, especially if the speech is about higher education. This happens whe the text concerns the social environment of educational discourse of higher school, in contrast from school and preschool forms of education. Upon entering a university, students obtain various social, demographic, cultural, national and ethnic role standards, including discourse culture.

It can be argued that educational discourse is implemented spontaneous and rationally organized form. It is necessary to note that for the successful organization and facilitation of educational discourse, a teacher must speak with students in the same language that actually means to understand all the categories and events within the educational environment; to construct similar communication and use understandable content; to present reliable information and orient towards professional training of students.

To conclude, the discourse is conducted in a constructive form and becomes a tangible. Also, it contributes to the victory of new ideas, ideas both in the field education, as well as in the economy, politics, culture, encouraging all participants to activate social life, and observance of such universal human values as freedom, tolerance, responsibility, dignity, knowledge.

Discourse is an important component of modern activity of leaders of new social thinking, a tool the formation of civilized personal, internal and international relations. Discourse acts as a universal tool not only for communication; it is as effective factor in pedagogy as well. Including various methods, discursive pedagogy ensures the quality education, contributes to the intensification of education process, creates a democratic environment for tolerant interaction.

References

- Aberson, C. L., Berger, D. E., Healy, M. R., Kyle, D. J., & Romero, V. L. (2000). Evaluation of an Interactive Tutorial for Teaching the Central-Limit-Theorem. *Teaching of Psychology*, 27(4), 289-291.
- Datondji, A. C., & Amousou, F. (2019). Discourse historical approach to critical discourse studies: theoretical and conceptual analysis, basic characteristics and analytical tools. *Revue Internationale de Linguistique Appliquée, de Littérature et d'Éducation*, 2(1), 70-80.
- Kiessling, C., & Fabry, G. (2021). What is communicative competence and how can it be acquired? *GMS Journal for Medical Education*, 38(3). doi: 10.3205/zma001445
- Manoliu, M. N. (2015). Educational discourse analysis. *Cultural and Linguistic Communication*, 5(3), 222-230.
- Mo, W., Ageeva, J. V., & Mei, L. (2020). Discourse Analysis in Teaching Professional Communication. *International Journal of Higher Education*, 9(8), 29-33.
- Tracy, K. (2003). Action-Implicative Discourse Analysis: A Communication Approach to Analyzing Talk. *Texas Linguistic Forum*, 47, 219-237.
- Wodak, R. (2011). Complex Texts: Analysing, Understanding, Explaining and Interpreting Meanings. *Discourse Studies*, 13 (5), 623-633.



Wortham, S., Kim, D., & May S. (2020). Discourse and education. In *Encyclopedia of Language and Education*. <https://link.springer.com/referencework/10.1007/978-3-319-02322-9>

Yrjö E. (1999). Communication, discourse and activity. *The Communication Review*, 3(1-2), 165-185, DOI: 10.1080/10714429909368577

Original research article