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THE ROLE OF DISCURSIVE COMPETENCE IN THE ACTIVITIES OF A SOCIAL TEACHER

In this article, the author examines the essence of the discursive competence of a social educator. The main tool in discourse is communication.

This article is mainly aimed at structuring the analyzed literary research on the «pedagogical discourse», which contributes to a reassessment of its importance for modern specialists. The need to study «pedagogical discourse» is associated not only with its theoretical complexity but also with modern public and state demand. In recent years, Kazakhstan has been assessing the role of a teacher. The prestige of this profession has grown significantly since the current educational agenda sets the task of forming full-fledged, conscious, and responsible citizens of our society.

A deep understanding of the «pedagogical discourse» allows modern teachers to expand their professional horizons through the educational process. In order to determine whether pedagogical discourse occupies an important place in the work of a social pedagogue, a survey was conducted and the result was shown.

The ability of a social teacher to create the right relationships in his work is one of the main indicators of competence. With the help of discursive competence, the teacher activates his activities and becomes a determining factor in his social growth thanks to his professional competence.

Keywords: discourse, pedagogical discourse, discursive competence, communicative competence, social pedagogue.

Introduction.

The task of training professionally qualified specialists is one of the most important issues in the modern educational space. This requires the specialist to be able to set the goals of his activity, to determine the ways and means of achieving them, and to take responsibility for achieving the results while implementing them. Accordingly, competence is at the forefront of professional development at a qualitative level. The main component of it is communication skills because the teacher exchanges information and interacts with members of society.

The ability to adapt to different situations and audiences is the foundation of effective communication. Discourse competence helps you select appropriate language resources and find the right communication style, which is especially important when interacting with different sociocultural groups.

The concept of «communicative competence» is considered comprehensively. In the works of researchers, communicative competence includes sociocultural, regional, linguistic, sociolinguistic and discursive components.

Materials and methods.

The theoretical methodological basis for the discussion of the research topic is domestic and foreign scientific research works devoted to this topic. To achieve this goal, the following theoretical methods were used: analysis of materials on the formation of discursive competence; research, generalization of pedagogical experience on this issue, theoretical understanding.

Results and discussion. Discursive skills are used in all spheres of human life. Its peculiarity (setting goals, planning, determining the optimal ratio of goals and means, etc.) is a very necessary activity for a specialist of any profile, contributes to the development of reflection and professional self-confidence and is an indicator of a mature person with a high level of knowledge.

Discursive competence is the main direction of the education process, we should first reveal the meaning of the concepts of discourse and competence.

The concept of discourse has entered scientific circulation and is used in many social sciences such as philosophy, sociology, psychology, and pedagogy, and is the object of scientific research. Modern descriptions of the structure of a teacher's communicative skills indicate the existence of a special group within them - discursive skills.

Many foreign and domestic scientists were engaged in the study of discourse. Scientific schools have also been established in foreign countries.

Michael Foucault discussed the impact of discourse on the formation of power and socio-cultural structures, and advanced ideas about how language is used in the process of creating power and knowledge. Erwin Goffman: Contributed to the understanding of discursive aspects of social interaction by studying phenomena

such as «contact ritual» and «face» that provide insight into how people interact in society. Deborah Tannen: Discusses gender differences in communication, as well as cultural and social aspects of discourse, highlighting differences in communication styles. Emmanuel Levinas: examined the field of relational ethics, emphasizing the importance of ethical norms in discourse and interpersonal interaction. Ruth Wossenberger: explored the cognitive aspects of discourse. These studies allow us to study discourse competence from a social science perspective.

Discourse is a two-way process. Firstly, it is a cognitive phenomenon associated with the transfer of knowledge, and secondly, discourse is a communicative phenomenon. Because in a discursive system, information is transferred only between the communicator.

Scientist V.I. Karasik, considering discourse as textual communication, he distinguishes two of its classifications: sociolinguistic (based on the characteristics of the participants) and pragmalinguistic (based on communicative tone and signs) [1]. That is, we notice the direct connection of discourse with social and linguistic sciences. A social educator deals with social issues and «communication» is an integral part of his work.

To clarify the relationship between the concepts of «text» and «discourse», as well as to clarify the boundaries of their use, there are opinions that discourse belongs to the social category, and text to the linguistic category. Discourse is visible within the text, but note that in one text you can find several contradictory and complete discourses. However, when studying discourse, two different concepts of text linguistics and discourse theory are distinguished, but the differences between closely related areas were delineated, the features of text and discourse were not clearly delineated, therefore, different definitions were given.

Kazakh scientists also studied the topic of discourse. G. Smagulova in her work described the key characteristics of discourse and text. Adilova A. identified the similarities and differences between discourse and text.

Discourse cannot be reproduced, while literary text can be restored. Discourse serves as a way of transmitting information, while text is a repository of textual information, representing a multi-layered structure that creates meaning [2]. Discourse acquires a certain meaning only after people communicate through speech, and determines the unity of words and thoughts. Only in communication does discourse evolve, and its types differ. Linguistic communication between the addresser and the addressee is recognized through discursive practices, linguistic personality, and the knowledge base of the language.

Discourse is manifested in the process of communication between people through speech. Later it develops and its types differ. Currently, the discourse

has acquired a scientific character. Discourse determines the goals, strategy and tactical steps of the conversation between the participants in the dialogue

There are many types of discourse. They cannot be said to be fully explored, because in this direction different languages have their research carried out: 1) military discourse; 2) Political discourse; 3) children's discourse; 4) art historical discourse; 5) magical discourse; 6) media discourse; 7) scientific (academic) discourse; 8) pedagogical discourse; 9) poetic discourse; 10) journalistic discourse; 11) advertising discourse; 12) sports discourse; 13) technical discourse; 14) terrorist discourse; 15) feminist discourse.

Pedagogical discourse, among other types of discourse, is structural, and differs in content. This type of discourse is institutional in form and individual in content because it is aimed at the individual. Pedagogical discourse as a form of institutional communication is carried out within the framework of an educational social institution, the main goal of which is the socialization of the generation and is characterized by the status-role relations of its participants.

In the scientific literature, the concept of discursive competence has a certain content depending on the field of application (for example, in the issue of teaching foreign languages). There are prerequisites for introducing the concept of «discursive competence» into the apparatus of general pedagogical terminology. Since we are considering the discursive competence of a teacher, we will analyze the work of scientists related to this issue.

Professor Yu. V. Shcherbinina believes that the main indicator of pedagogical discourse is the successful implementation of speech and mental operations in the educational process, as well as the improvement of the teacher's discursive skills to regulate communication between participants [3]. Successful pedagogical interaction requires from the teacher not only knowledge and skills, but also the ability to effectively communicate and coordinate the educational process. The development of discursive competence of future teachers is based on the acquisition of a number of knowledge, skills, and methods of organizing activities that are part of discursive competence and are necessary for the effective organization of pedagogical communication.

In his research on the discursive competence of the teacher, Ezhova T. V. gave a clear definition «Discursive–projective competence is the result of the integration of motivational–value, cognitive, operational–active, reflective–evaluative components, the perception, understanding, and representation of the ways of designing a pedagogical discourse of value. important professional quality – the semantic connection of subjects of the learning process» [4]. These components contribute to the perception, understanding and representation of ways of constructing value-based pedagogical discourse. It is important to note

that discursive-projective competence provides a semantic connection between various subjects of the educational process, which makes it possible to create a holistic and harmonious educational environment.

The role of the communicative competence of a teacher as the dominant component of his effective professional activity is mentioned in the works of A. A. Bodaley, S. V. Krivtsova, N. V. Kuzmina, A. A. Leontiev, N. N. Savelyeva, and others.

Discursive competence (or discursive literacy) is the ability to use language effectively within a particular discourse or social communication [5]. This is not only knowledge of the language, but also the ability to use it in accordance with specific tasks and cultural norms, then communication will be more effective.

Discursive competence is not limited to knowledge of grammar; one must also be able to adapt to the context, select and use linguistic means depending on the situation, audience and task of interaction.

Understanding different types of discourse, such as scientific, business, and public, and the ability to apply appropriate styles and genres, is also included in the concept of discursive competence. In addition, it includes the ability to build coherent statements and logically organize your thoughts.

Discursive competence also implies critical thinking – the ability to analyze information, statements, and arguments in the context of discourse. Finally, this includes the ability to engage in dialogue by having effective communication skills such as listening, asking questions, expressing one's thoughts, and arguing one's point of view.

And now, as for the training of social teachers, and the development of competencies, there are some works in this regard. The issues of training of social pedagogical personnel in the field of social pedagogy were considered in the research works of G. zh. Menlibekova, M. T. Baimukanova, R. I. Burganova, the professional ideal of a social teacher D. Ertargynovna, research competencies of A. K. Zhekseminova. At the same time, the content of social pedagogical education as an object of study was scientifically determined in the research works of G. K. Kurmanaeva, the training of social teacher Managers S. Askarovna, the formation of tolerance of social teachers M. Z. Seidina [6].

«The goal of a social educator wrote Professor L. V. Mardakhaev, is to organize direct social and pedagogical work with people of various categories aimed at observing social norms, preventing social deviations, social self-improvement» [7]. Taking into account the above ideas, we believe that discursive competence plays an important role in the work of a social teacher. A social educator interacts with all sectors of society in the process of his activities. Developed discursive competence is one of the aspects of the success of his work. Through his

activities, he interacts with different segments of the population (different ages, gender, worldview, status, etc.). The main task of a social educator is education through the organization of cultural, leisure and social space for self-realization and self-education of children and youth. The main mechanism of his work is dialogic interaction. Therefore, a social educator must be able to communicate effectively, turning any situation into a humanistic communicative environment for the socialization, development and adaptation of pupils.

The social educator must establish contact with different types of families. Effective social and pedagogical work requires professionally competent communication, taking into account the characteristics of each family [8]. The importance of competent communication between the social teacher and parents is indicated here. A social educator is an important link in providing support and assistance to families regardless of their type and location. Professionally competent communication and taking into account the characteristics of families are key factors in successful social and pedagogical activities.

We share the opinion of such authors as Vernik, I. S, Shevchenko, O.N. They reveal the intricacies of the work of a social teacher and their connection with communication skills. Vernik, I. S. notes that when working with a client, a social teacher develops a certain communication strategy, which is the key to successful interaction [9]. Communication strategy is an aspect of communicative behavior or interaction that involves the use of a variety of verbal and nonverbal means to achieve a specific communication goal [10]. In the process of any discourse there is strategy and tactics.

For a social teacher, communication strategy is an important component in the work. It ensures successful interaction with the client and helps achieve set goals. It is an integral part of the professional activity of a social teacher and the key to successful interaction with clients. A social pedagogue collaborates with the head of an educational institution, teachers, teacher-psychologists, valeologists, organizers, educators, students, and their parents or guardians. To fulfill professional objectives, the pedagogue liaises with government representatives, public associations, and relevant organizations to advocate for students and graduates under 16. Additionally, the pedagogue participates in the educational institution's pedagogical council and engages with local authorities. Discursive competence is the ability to generate and perceive various types of discourses. These processes are carried out in the course of communication, therefore, communication training serves as the basis for the formation of discursive competence.

We believe that a necessary condition for successful communication is the personal interest of the social teacher in organizing effective interaction with

others. Without such an attitude on the part of the social teacher, communication will be characterized by formalism.

To determine the role of discursive competence in the work of a social teacher, we developed a Google form questionnaire consisting of 4 questions. Social teachers from schools in Almaty were surveyed through social networks.

1 Do you know about the concept of «discourse» (yes/no/)

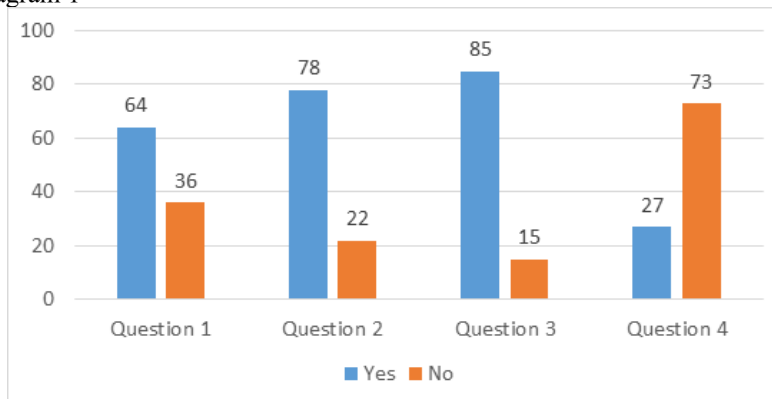
2 In your professional activity, do you encounter the need to conduct discourse analysis? (yes/no)

3 Is the ability to analyze discourse important in the work of a social educator? (yes/no)

4 Do you have experience in training or further training in the area of discourse competence? (yes/no)

The data obtained are reflected in diagram 1. These data allow us to conclude that 64 % of social educators are familiar with the concept of «discursive competence», 78 % of teachers have to deal with the need to conduct discourse analysis, 85 % consider it important to be able to analyze discourse in their activities, 75 % Social educators do not have experience in advanced training in the field of discursive competence. These data allow us to conclude that discursive competence is very important for social educators. In the future, it is necessary to correct the situation that the majority of social educators do not improve the level of their discursive competence.

Diagram 1



Conclusions

Social pedagogue, in the process of realizing his professional goal, directly affects the development of the child's personalization process in school, family,

living environment, youth, and children's societies and organizations. In the course of his work, he communicates with different personalities. In our discussion we tried to reveal the concept of discursive competence. We believe that discursive competence can become one of the main indicators of a high level of professional activity of a social educator.

It is known that the social pedagogue interacts not only with healthy children but also with children who need special support and their parents. In this regard, a social teacher needs to be close to empathy, able to create a correct dialogue and be able to establish a trusting relationship. One of the tools to solve this problem is language, that is, communication.

During his activity, the social pedagogue interacts with all social institutions. In the process of socializing the student, and solving problems, it is necessary to discuss with many people and use a rational pedagogical discourse. A specialist with high discursive competence is a guarantee of high achievements in professional activities.

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ӘЛЕУМЕТТІК ПЕДАГОГ ҚЫЗМЕТІНДЕГІ ДИСКУРСИВТІ ҚҰЗЫРЕТТІЛІКТІҢ РӨЛІ

Бұл мақалада автор әлеуметтік мұғалімнің дискурсивті құзыреттілігінің мәнін қарастырады. Дискурстың негізгі құралы– байланыс. Бұл мақала жалпы «педагогикалық дискурс» жайлы қарастырылған ғылыми зерттеулерді таладауға негізделген, бұл оның қазіргі педагогтар үшін өзектілігін бағалауға әсер етеді.

«Педагогикалық дискурсты» зерттеу қажеттілігі оның ғылыми күрделілігімен ғана емес, сонымен бірге қазіргі қоғамдық және мемлекеттік сұраныспен де байланысты. Соңғы жылдары Қазақстанда мұғалімнің рөлін бағалау артып келеді. Педагогтардың беделі едәуір өсті, өйткені қазіргі білім беру үдерісінің күн

тәртібіндегі мақсаты еліміздің толыққанды, саналы және жауапкершілігі мол азаматтарын қалыптастыру.

«Педагогикалық дискурсты» терең түсіну қазіргі мұғалімдерге білім беру үдерісі арқылы кәсіби біліктіліктерін арттыруға мүмкіндік береді. Дискурсивті құзыреттіліктің әлеуметтік педагогтың кәсіби жұмыс барысында елеулі орын алатынын анықтау мақсатында сауалнама алынып, нәтижесі анықталған. Әлеуметтік педагогтың кәсіби әрекетінде дұрыс қарым–қатынас түзу қабілеті, құзыреттіліктің негізгі корсеткіштерінің бірі болып табылады. Дискурсивті құзыреттіліктің көмегімен әлеуметтік педагог өз кәсіби әрекетін белсендіреді және кәсіби деңгей мен әлеуметтік қалыптасудың шешуші факторына айналады.

Кілтті сөздер: дискурс, педагогикалық дискурс, дискурсивті құзыреттілік, коммуникативтік құзыреттілік, әлеуметтік педагог

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РОЛЬ ДИСКУРСИВНОЙ КОМПЕТЕНТНОСТИ В ДЕЯТЕЛЬНОСТИ СОЦИАЛЬНОГО ПЕДАГОГА

В данной статье автор рассматривает сущность дискурсивной компетентности социального педагога. Основным инструментом дискурса является коммуникация. Статья основана на анализе научных исследований общего «педагогического дискурса», что влияет на оценку его актуальности для современных педагогов.

Необходимость изучения «педагогического дискурса» связана не только с его теоретической сложностью, но и с современным общественным и государственным спросом. В последние годы в Казахстане повышается оценка роли учителя. Престиж этой профессии значительно вырос, поскольку современная образовательная повестка дня ставит задачу формирования полноценных, сознательных и ответственных граждан нашего общества.

Глубокое понимание «педагогического дискурса» позволяет современным учителям расширять свой профессиональный кругозор посредством образовательного процесса. С целью определения того, занимает ли педагогический дискурс важное место в работе социального педагога, был опрошен опрос и показан результат. Умение социального педагога выстраивать правильную коммуникацию в своей работе является одним из основных показателей компетентности. Благодаря дискурсивной компетентности педагог активизирует свою работу и становится определяющим фактором профессионального уровня и социального становления.

Ключевые слова: дискурс, педагогический дискурс, дискурсивная компетентность, коммуникативная компетентность, социальный педагог.

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