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OBSAH

PŘEDMLUVA

ODDÍL 1. VEŘEJNÁ SPRÁVA

ODDÍL 5. PEDAGOGIKA, VÝCHOVA, FILOZOFIE, FILOLOGIE

§5.1 DISCOURSE ANALYSIS AS AN INTERDISCIPLINARY SCIENTIFIC PARADIGM FOR THE STUDY OF EDUCATIONAL COMMUNICATION. THE RENDERING OF EDUCATIONAL TEXTS **(Obikhod I.,** Ternopil Volodymyr Hnatiuk National Pedagogical University, **Zakordonets N.,** Ternopil Volodymyr Hnatiuk National Pedagogical University, **Onishchuk I**., Separate structural subdivision "Ternopil Professional College" of Ternopil Ivan Puluj National Technical University)

Introduction. According to modern linguists, one of the leading interdisciplinary scientific paradigms for the study of language communication is discourse analysis, which became a kind of response to the reductionism of the subject of linguistics. The category of discourse belongs to both linguistics and other humanities. Many works of domestic and foreign researchers are devoted to discourse analysis, including not only linguistic studies, but also scientific works on pedagogy, methodology, philosophy, history, psychology, political science, and other sciences.

Main findings. A number of scientific works [1], [2], [3], [4], [5], [6], [7], [8] are devoted to the problems of discourse and educational discourse in particular, as well as to the issue of discourse strategies. In modern scientific research on linguistics, the term "discourse" is used in several meanings, since there are different approaches to its definition. Discourse is described as vaguely as the concepts of language, society, and ideology, so it is quite difficult to define it. It is a living activity, not a final result, a practical, not a theoretical formation. The multifaceted and constant variability of the discursive space makes it difficult to

conduct research, therefore, creating a general basis for discursive analysis is a question that lies in the center of attention of many linguists. Discursive analysis continues to be considered as an extremely mosaic discipline, there is still no universal theory of discourse. The pragmatic direction of linguistics is dedicated to the study of language implementation in context. Researchers characterize discourse as the central moment of a person's life in language. According to them, any act of language use regardless of its value (a work of art or a short spoken line in a dialogue) is part of the "continuous flow of human experience in motion." This flow absorbs and reflects the unique coincidence of circumstances under which and for which it was created. Circumstances are understood as ideological features, stylistic climate of the era and specific communicative environment of message recipients. Discourse is considered as language behavior and as an indicator of the language situation in society [2], [3], [4], [7].

At the same time, in almost every work devoted to the study of the features of educational discourse, the authors point to the controversial classification of discourses and the lack of a unified interpretation of the boundaries of educational discourse. The need to create a universal platform for further discursive research is increasingly being confirmed, which determines the relevance of this research. The category of discourse allows not only numerous scientific interpretations, but also two variants of emphasis (on the first or second syllable), as well as the definition of its differences with the related concepts "text", "language" and "dialogue" [7, p. 76].

Perhaps the difficulty of unambiguously defining the discourse, in which the ambiguity of the term is hidden, can explain the unquenchable interest in its research in science. The category of discourse applies to all fields of humanitarian knowledge, so scientists conduct interdisciplinary research, involving knowledge of linguistics, in particular computer linguistics, pedagogy, methodology, sociology, philosophy, political science, cultural studies, psychology, anthropology, etc.

The topic of the discourse can also act as a categorical feature of the classification of discursive practices. Scientists also understand discourse as a communicative event, a sphere of communicative activity that determines the thematic (content) originality of discourse. The basis of the thematic classification is "the topic (content), which is determined by the sphere of communicative activity." When correlating the discourse with the field of activity and the topic, it is possible to single out philosophical, scientific, ecological, religious, educational and pedagogical, literary, journalistic (media discourse), political discourse, and others.

Note that the topic is usually determined intuitively by researchers and is in the same conceptual row as the categories of focus, content, and subject of communication. The topic of the discourse is presented as a macroposition or macrostructure, since its content is organized globally, hierarchically. The content of the discourse cannot be revealed with the help of one separate text, its topic is revealed intertextually, in the complex interaction of many separate texts.

The interdisciplinary study of discourse originates in the oldest ancient treatises on rhetoric and poetics. However, the modern study of discursive practices in their current sense got its start thanks to the term "discourse analysis" introduced by Z. Harris, which allowed to push the boundaries of descriptive linguistics and correlate culture and language beyond the limits of a single sentence in a given time period. A decade later, the term "discourse" becomes an integral part of linguistic science [2].

To determine the limits of educational discourse as a separate type, we suggest turning to the origins of the term "discourse" itself. The term "discourse" comes from the Latin word "disciurrere", which meant discussion, negotiation and even cursing. The term was actively used during the Renaissance, which led to the emergence of additional meanings, such as "to talk about public things in a natural

manner". In the Italian language, the borrowed word "discorso" has acquired additional negative connotations - "to say a lot without substance" (to say a lot, but not say anything at the same time). And only at the beginning of the modern era, the discourse acquires the meaning associated with scientific discussion [4, p. 55].

Thus, we observe the intersection of educational discourse with a number of other types of discourse. The core of the model directly intersects with scientific, ideological, legal, economic, and social discourse. At the center of the model there are texts that describe all events that take place in education and affect the activities of the entire educational community of society and its individual members.

The core zone of educational discourse intersects with scientific and artistic discourses, the near periphery with media discourse, virtual and business types of discourse. On the periphery, we deal partly with conversations about education. Here there is an intersection with everyday discourse, and partly with professional discourse, depending on the participants of communication, their level of education, awareness, ability to analyze information, possession of factual information.

Thus, the educational discourse is a methodological discourse that combines almost all spheres of communication and life. By method discourse we understand the dominant and irresistible type of discourse, which is able to penetrate to the discourse with its meta-meanings.

The definition of categorical features of the discourse already presupposes a certain ideological orientation. We could transform the ideas of scientists about the possibility of a narrow and broad understanding of the term "educational discourse" into a definition of a truly educational discourse, that is, primary discourse, discourse in its narrow sense, which is used as a tool of the struggle for power, and indirectly in educational discourse. By the second, we understand the

linguistic, educational and social reactions of other discourses to the educational policy carried out in the state, including the messages of official representatives of the authorities or persons who are participants in the educational process. In any case, we consider it legitimate to consider the educational discourse as a methodological discourse that combines the features of several types of discourse at once and reflects the educational component of our life activities.

Thus, it can be concluded that educational discourse, like any type of discourse, is a complex concept characterized by the absence of clear boundaries and precise definition. An explanation for this can be found in the etymology of the word and the existing numerous classifications.

In scientific literature, a clear boundary between theme and rheme is not established. The utterance is considered as a gamut of shades within the limits of the communicative load: from the minimum to the topic to the maximum in the frame. The difference is between the components of the communicative structure of an utterance. In Ukrainian and English, the subject in a final position moves to the beginning of the Ukrainian phrase. The rheme is the main information for the sake of which the statement is given, although all the semantic components of this sentence are new information for the reader. At the same time, the topic retains its syntactic design, remaining subjunctive.

Scientists consider the application of the linguistic typology of texts in relation to the communicative situation, function and content to be fully justified and, based on the logical relationship "text - discourse - context - situation", distinguish four types of discourses:

• a textual type of discourse, characteristic of the use of language in science and art, where the goal is to convey information and/or certain emotions;

• a situational type of discourse, the purpose of which is to encourage action and get out of a communicative situation, solving practical problems with the help of a verbal formula;

- an interpretive type of discourse that finds its place in situations of understanding, covering all spheres of life, science, literature, intercultural communication, etc.;

- contextual type of discourse, in which the sphere and resource of implementation is the context of culture [8, p. 70].

In the translation of educational texts, education, interconnectedness and differences are considered to be key features of world education policy. Based on this, the main goal of adequate translation is to study the specific situation in which the authorities influenced the translation activity and cultural development. Translation, understood as a mechanism for representing another culture, plays an important role in the modern world, as it is not just a linguistic translation, but also an intercultural activity. The accuracy of the translation is achieved not only due to the knowledge of the algorithms of another language, but also due to the intersection of the original message and the cultural spaces of the translator. As we have already noted, the main purpose of translating educational discourse is to elicit a reaction from the target recipient of the translation that is somewhat similar to the reaction of the original recipient. Since the educational discourse appeals to the hierarchy of values that prevail at a certain stage of human development, the translator must take a certain position and interpret the source text, finding appropriate linguistic means to fully preserve the pragmatics and emotionality of the source text. Translation is often considered a one-step process, which begins with the translation of the first segment of the text (word, phrase, sentence, paragraph) and ends with the last segment. Thus, translation appears as a mechanical exercise involving the transfer of meaning between two languages in small, successive doses. A lack of dynamism in this case can lead to many translation failures, such as disjointedness, unnaturalness and, in the worst case, a breakdown in communication. To avoid this, the translator should follow a set of translation strategies and principles that have been developed in translation theory.

In the studies of linguists and translators, much attention is paid to the issue of translation strategies. Thus, a translation strategy is a translator's potentially conscious plans for solving translation problems in the frame work of a concrete translation task" [cit. for 9]. Translation strategies "involve the basic tasks of choosing the foreign text to be translated and developing a method to translate it" [cit. for 9].

Some linguists have proposed different strategies for solving the contradiction between syntactic and communicative functions in translation and identify eight translation strategies used by professional translators to transfer linguistic and pragmatic meanings from the source language to the target language. They include:

- translation with a more general word ("generalization" in domestic translation studies);

- translation with a neutral / more expressive word;

- cultural replacement or adaptation;

- borrowing a foreign word with a descriptive translation;

- paraphrasing using a related word;

- paraphrasing using unrelated words;

- omission;

- description [cit. for 9].

There is another set of strategies in the research of foreign researchers. So, for example, the following strategies are offered:

- reordering,

- convergence and divergence,

- diffusions and condensation,

- recognised translation,

- transposition.

Reordering "is whereby one or more target elements appear in a position different from that of the source text, is the only trajectory lacking a converse and hence also a generic" [cit. for 9]. The closer the morphosyntactic relationship between two source elements is, the less likely it is that a change of order in the target text will turn into a critical problem for the translator. Changing the order requires the translator to use basic inversion procedures with the positioning of the adjective-noun and the verb [cit. for 9].

Convergence and divergence is defined as a trajectory in which two or more different elements of the source text can be mapped to each other, while divergence occurs when an element of the source text can be mapped to either of two or more alternatives in the target text [cit. for 9]. Diffusions and condensation are defined as "are concerned with the phenomenon of linguistically slaking or tightening source text expressions for the text version, that is providing more or less elaboration" [cit. for 9].

In other words, diffusion is the provision of detail to reveal a more general meaning, and condensation involves the use of a more economical text in the translated language.

Recognized translation assumes that the translator should use a generally accepted term or name when translating the official names of institutions.

Transposition "involves replacing one word class with another without changing the meaning of the message" [cit. for 9]. In other words, transposition, or shift, involves grammatical substitutions during translation from the source language to the target language, such as changing singular to plural, changing parts of speech or clauses, etc. As already mentioned above, the goal of educational discourse is the implementation of educational activities. It is aimed at expressing views on the world and convincing the audience that such a view is undoubtedly correct. The choice of the appropriate strategy by the translator allows to

adequately and accurately convey the meaning of the statement. In theoretical translation studies, three types of translation are usually distinguished:

- artistic,

- special,

- social and political [cit. for 9].

This means that each type of translation has its own object, goals and objectives, as well as research methods. It should also be noted that each of these three types of translation has its own characteristics and difficulties. The object of the research is the translation of texts in the field of education. Education is a field of activity that all countries of the world, all members of society, regardless of their level of development, are engaged in, which attracts the attention of representatives of various social sciences - economic theory, law, sociology, psychology, as well as linguists, in particular - linguists-translators. Therefore, it can be confidently stated that the translation of educational texts is an important component of translation activity, as it is one of the most demanded types of it. The relevance of this type of translation is connected with the dynamic international development of cooperation in various fields, as well as with the transformations taking place in society.

Each language is a deeply unique and specific phenomenon, and it is safe to expect frequent coincidences when comparing languages in translation. The meaning of the original is conveyed with the help of translation correspondences, which have not only a different linguistic expression, but also a set of sems different from the original, and this creates the need for various translation transformations.

When describing the subject situation, the English language can choose a different starting point in the description than the Ukrainian language, use a different predicate or configuration of features. In particular, it is characterized by

the predominant use of verb forms. The Ukrainian language, on the contrary, is characterized by a wider use of objectified actions and signs, which is manifested more often than in English.

The reason for translation transformations can be intra-linguistic factors, such as combination and communicative, utterance structure.

Based on the above, it can be stated that many researchers, as before, ask the question of distinguishing terms that are at the intersection of educational discourse with other types, which also constitutes a problem of reproduction of educational discourse texts in foreign languages. Such controversial terms include, for example, anecdotes about education, which are simultaneously described as genres of educational or everyday types of discourse. There is no unequivocal answer regarding the possibility of referring the memoirs of famous educators to educational or artistic discourse. The interview with educators also turns out to be debatable from the point of view of its typology: whether it should be classified as an educational discourse or, after all, a mass media discourse.

Conclusions. The diversity of approaches in discursive research is explained by the fact that discourse analysis is an interdisciplinary field of knowledge that encompasses linguistics, sociology, psychology, ethnography, literary studies, stylistics, and philosophy. The sociolinguistic approach to the definition of discourse considers it as the central unit of language activity, which includes all types of relations between language and society. Educational discourse is characterized by a unique addressee, formulated tasks and goals, communicative situations, intentions and strategies for achieving them. Discourse does not have a complete form and clear boundaries, so there is a regular expansion of its textual space and the formation of additional contextual knowledge (its change and modification). The completeness of the text is its main difference from discourse, which is identical to the use of natural language.

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