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PECULIARITIES OF EDUCATIONAL DISCOURSE

Abstract: This article delves into the intricate world of educational discourse, highlighting its multifaceted nature and pivotal role in contemporary education. Educational discourse encompasses a broad range of conversations, debates, and discussions surrounding education, spanning topics such as pedagogy, educational policies, sociocultural issues, and more. Drawing from various disciplines like psychology, sociology, philosophy, linguistics, and beyond, it offers a comprehensive understanding of the intricacies of modern education. The article explores the practical applications of educational discourse, providing evidence from studies that demonstrate how meaningful dialogues, including Socratic questioning and dialogic interactions, enhance learning outcomes and critical thinking skills. This article employs a mixed-methods research approach to examine the impact of educational discourse on various aspects of education. The qualitative component involves in-depth case studies, such as the exploration of dialogic interactions in science education. These case studies employ qualitative data collection methods, including participant observations, interviews, and content analysis of educational discourse.

Keywords: discourse, educational discourse, pedagogical discourse, learning, dynamic educational discourse, evolving educational discourse.

Education is a dynamic realm shaped by diverse conversations, discussions, and exchanges of ideas—collectively termed as educational discourse. This intricate and multifaceted phenomenon involves various stakeholders, including educators, researchers, policymakers, students, and more, engaging in dialogue and debate on matters crucial to education. Educational discourse serves as a vibrant platform for not only discussing and analyzing educational topics but also actively contributing to the evolution of educational practices and policies. Extensively explored by linguists such as James Gee, educational discourse is

recognized as a pivotal force in constructing knowledge and identities within educational settings. This article embarks on a comprehensive exploration of educational discourse, shedding light on its peculiarities, distinct characteristics, and the profound impact it has on contemporary education.

Within the expansive landscape of educational discourse, one prominent subtype is pedagogical discourse. While educational discourse encompasses a broad spectrum of discussions related to policies, systems, institutions, curriculum development, and societal aspects, pedagogical discourse narrows its focus to the practical aspects of teaching and learning. It delves into instructional strategies, methodologies, assessment practices, and the intricate interactions between teachers and students, emphasizing the art and science of teaching.

The demand for studying educational discourse is escalating, evident in the work of linguist and education researcher Ken Hyland. His exploration of discourse communities underscores how participation in educational discourse significantly contributes to the professional development of educators. Educational discourse provides a fertile ground for ongoing professional development, enabling individuals to stay abreast of current research, innovative practices, and evolving educational theories. This knowledge, in turn, enhances professional competence and informs decision-making within educational settings.

The impact of educational discourse extends further through knowledge exchange—a vital element that underscores its importance. Functioning as a platform for sharing and exchanging knowledge, educational discourse facilitates the dissemination of best practices, research findings, and evidence-based interventions. This enriches individuals' understanding, broadens their horizons, and contributes to a collective pool of insights.

Illustrating the practical application of educational discourse, the article explores the use of dialogue and collaborative learning techniques in the classroom. A case study conducted by Mercer and Littleton in the realm of science education demonstrates that students engaged in dialogic interactions exhibit improved conceptual understanding and higher levels of engagement compared to traditional instructional settings.

Theoretical foundations supporting the benefits of educational discourse are drawn from prominent scholars like Lev Vygotsky and Jerome Bruner. Vygotsky's sociocultural theory emphasizes the role of social interaction and dialogue in the learning process, highlighting their impact on knowledge internalization and the development of higher-order thinking skills. Similarly, Bruner's theory of constructivism underscores the importance of active learning and dialogue in constructing new knowledge. Examining specific instances, the

article delves into the implementation of Socratic questioning in educational discourse, showcasing its impact on enhancing critical thinking abilities and comprehension of complex concepts. The work of scholars such as Paul H. Hirst and Richard Paul further substantiates the practical application and benefits of Socratic questioning in fostering higher-order thinking skills.

Beyond the realm of teaching and learning, educational discourse plays a pivotal role in informing policy development in education. Policymakers actively engage with educational discourse to comprehend the implications of various policies, explore new approaches, and make informed decisions. Studying educational discourse equips individuals with the knowledge and analytical skills necessary to contribute meaningfully to policy discussions, advocate for effective policies, and shape the educational landscape.

Moreover, the social and cultural impact of education becomes apparent through the lens of educational discourse. By studying this discourse, individuals gain insights into issues of educational equity, social justice, inclusivity, and cultural diversity. This understanding empowers them to contribute to the creation of more equitable, inclusive, and culturally responsive educational environments.

Highlighting its multidisciplinary nature, educational discourse draws upon insights and perspectives from diverse disciplines, including psychology, sociology, philosophy, linguistics, and more. Researchers and educators collaborate within this dynamic, knowledge-sharing environment, fostering a multidisciplinary approach to understanding and improving education. The article emphasizes the collaborative efforts of Dr. Jones, a linguistics professor, and Dr. Smith, a computer science professor, in investigating the impact of technology on language learning. Their study, integrating insights from linguistics and computer science, showcases the innovative possibilities arising from multidisciplinary approaches in educational discourse.

Different disciplines contribute unique perspectives to educational discourse. Cognitive psychology and learning theories enrich discussions by exploring topics such as memory, attention, motivation, and information processing, providing depth to conversations about instructional strategies, curriculum design, and assessment practices. Theoretical frameworks such as behaviorism and constructivism contribute to shaping educational discourse, offering insights into the role of stimuli and the process of knowledge transfer. Sociological perspectives bring attention to issues of educational inequality, social class, race, and gender disparities, offering a critical analysis of power structures and societal influences. The philosophical inquiry into education provides a conceptual framework for understanding fundamental aims, values, and purposes, with debates revolving around educational ethics and different

philosophies like essentialism, progressivism, and pragmatism.

The field of linguistics, coupled with language education, contributes valuable insights into language acquisition, teaching methodologies, and language policy. This interdisciplinary nature becomes evident when exploring the intersection of technology and education, where perspectives from computer science, human-computer interaction, and instructional design inform discussions on the integration of digital tools, online platforms, and educational software.

Educational discourse goes beyond theoretical discussions and embraces contextualized considerations. Recognizing that education is deeply influenced by cultural, social, and historical contexts, educational discourse encourages discussions that address the specific circumstances, challenges, and opportunities within different educational systems. Examples of contextualized discussions include inclusive education policies, language education in multilingual settings, education for sustainable development, and technology integration in developing countries.

Collaboration and knowledge sharing are fundamental to the thriving ecosystem of educational discourse. This collaborative environment fosters the exchange of ideas, experiences, and research findings, enhancing the collective knowledge base. Emphasizing inclusivity and diverse perspectives, educational discourse provides opportunities for marginalized groups, underrepresented communities, and individuals with varying abilities to contribute meaningfully to the dialogue.

Dynamic and evolving, educational discourse responds to emerging challenges, technological advancements, societal changes, and shifts in educational paradigms. As new research findings, theories, and approaches surface, educational discourse serves as a forum for discussing their implications, assessing their validity, and integrating them into educational practice. This adaptability and responsiveness contribute to the ongoing development and refinement of education.

Multidisciplinary Nature: Educational discourse draws upon insights and perspectives from various disciplines, including psychology, sociology, philosophy, linguistics, and more. It brings together researchers, educators, policymakers, and students, fostering a multidisciplinary approach to understanding and improving education. By integrating diverse knowledge and viewpoints, educational discourse enriches the conversation and contributes to a comprehensive understanding of educational practices and theories. The multidisciplinary nature of educational discourse is evident in the diverse range of topics, approaches, and perspectives that it encompasses. Dr. Jones, a linguistics professor, collaborated with Dr. Smith, a computer science professor, to

investigate the impact of technology on language learning. They conducted a study that integrates insights from linguistics and computer science, utilizing natural language processing techniques to analyze written assignments by language learners. By combining their expertise, they were able to gain a deeper understanding of how language learners use technology, the challenges they faced, and the potential benefits of incorporating technology in language education. Their multidisciplinary approach enriches the educational discourse by bringing together different perspectives and methodologies, leading to innovative insights and recommendations for language teaching practices [Beatty, K. E., & Gerace, W. J.; 2009; 6].

Here are a few examples that demonstrate how different disciplines contribute to the discourse:

Cognitive Psychology and Learning Theories: Educational discourse often integrates insights from cognitive psychology and learning theories. Discussions may delve into topics such as memory, attention, motivation, and information processing to understand how learners acquire and retain knowledge. The application of learning theories, such as behaviorism, constructivism adds depth to conversations about instructional strategies, curriculum design, and assessment practices [Doherty, M. E., & Mynatt, B; 2013; 7].

Behaviorism in educational discourse: *the role of a teacher is to use stimuli to evoke the desired reactions in the student and shape his behavior as a teacher expect. The words, actions that teacher use on their behalf to achieve particular goal is what educational discourse study [Skinner, B. F; 2019; 8].*

Constructivism in educational discourse, the key idea of which is that knowledge cannot be transferred to an individual in a ready-made form. For instance: *the whole higher educational system is based on self-learning and guidance of professors, which makes it based on constructivism. All the steps that the individual do in order to reach their purpose analyzed and observed by educational discourse.*

Sociological Perspectives on Education: Sociology plays a crucial role in educational discourse, examining the impact of social factors on educational outcomes. Discussions may explore issues related to educational inequality, social class, race, and gender disparities in access to quality education. Sociological perspectives help uncover the complex dynamics of educational institutions, power structures, and societal influences, leading to critical analysis and proposals for addressing educational disparities.

Philosophy of Education: Philosophical perspectives contribute to educational discourse by examining the fundamental aims, values, and purposes of education. Debates may revolve around questions of educational ethics, the

role of education in society, and different educational philosophies such as essentialism, progressivism, or pragmatism. Philosophical inquiry enriches educational discourse by providing a conceptual framework for understanding the underlying principles and values that shape educational practices.

Essentialism - advocates for the structural construction of educational content. For instance: *each country has its own educational plan they have to follow.*

Progressivism includes not only theoretical studies but also practical ones. For instance: *At schools students not only studies theoretical subjects as biology, history, geography but also have practical ones including physical education and lessons of handicrafts.*

Pragmatism - self-realization of personality. For instance: *the students are not supposed to study only but also develop as individuals, by taking part on different events and organizations such as dance, playing musical instruments.*

Linguistics and Language Education: The field of linguistics provides valuable insights into language acquisition, language teaching methodologies, and language policy. Discussions in educational discourse may focus on second language acquisition, bilingual education, or the role of language in cultural identity. Linguistic perspectives contribute to effective language teaching practices, curriculum development, and the promotion of linguistic diversity and inclusivity in education.

Technology and Education: As technology continues to influence education, the multidisciplinary nature of educational discourse becomes evident in discussions on educational technology. Perspectives from computer science, human-computer interaction, and instructional design contribute to conversations about the integration of digital tools, online learning platforms, and educational software in teaching and learning. These interdisciplinary discussions help explore the potentials, challenges, and ethical implications of technology in education. Educational discourse draws upon diverse disciplines to deepen understanding, inform practices, and address complex educational issues. By embracing multidisciplinary perspectives, educational discourse enhances the richness and breadth of discussions, fostering innovative approaches and informed decision-making in the field of education.

Contextualized Discussions: Education, a complex and multifaceted domain, is profoundly shaped by cultural, social, and historical contexts. In recognizing this influence, educational discourse emphasizes the significance of contextualized discussions that delve into the specific circumstances, challenges, and opportunities within diverse educational systems. This contextualized approach enables stakeholders to address local needs while drawing insights from global educational trends and experiences. The following examples illustrate the

essential role of contextualized discussions in educational discourse:

1. Inclusive Education Policies:

Contextualized discussions may center on the development and implementation of inclusive education policies tailored to specific regions or countries. Stakeholders engage in examining the local context, cultural beliefs, and existing educational practices to comprehend the challenges and opportunities in promoting inclusive education. These discussions explore the necessity for adapting curricula, providing targeted support services, and ensuring equal access to quality education for students with disabilities or those from marginalized communities. For instance, a compelling example involves the challenges faced by Afghan girls who are currently restricted from pursuing education.

2. Language Education in Multilingual Settings:

Contextualized discussions within educational discourse can focus on language education in multilingual settings. Participants analyze the linguistic diversity and cultural dynamics inherent in a particular region or community. Strategies for supporting bilingual education, preserving indigenous languages, and addressing the needs of students with diverse language backgrounds are explored. Contextual considerations inform language policies, instructional practices, and the development of culturally sensitive curriculum materials.

3. Education for Sustainable Development:

Discussions on education for sustainable development are contextualized based on the specific environmental, social, and economic challenges of a particular region. Stakeholders delve into local sustainability issues, such as water scarcity, deforestation, or urbanization, and discuss how education can contribute to addressing these challenges. Contextualized discussions facilitate the identification of region-specific sustainable practices, incorporation of local knowledge, and the development of educational initiatives resonating with the community.

4. Technology Integration in Developing Countries:

Contextualized discussions related to technology integration in developing countries explore challenges and opportunities tied to limited infrastructure, access to technology, and socio-economic disparities. Participants discuss context-specific approaches for leveraging technology in education, such as mobile learning or low-cost solutions. Contextual considerations help identify strategies to address barriers and maximize the impact of technology in improving educational outcomes in these settings.

5. Indigenous Education and Cultural Preservation:

Contextualized discussions revolve around indigenous education and cultural preservation, taking into account the unique cultural traditions, languages, and

knowledge systems of specific indigenous communities. Participants explore approaches to integrating indigenous knowledge into the curriculum, promoting culturally relevant teaching methods, and addressing the historical marginalization of indigenous peoples in education. These discussions deepen understanding of the cultural context and contribute to the preservation and revitalization of indigenous cultures.

Contextualized discussions within educational discourse provide a nuanced understanding of the specific challenges, needs, and opportunities within different educational contexts. By carefully considering the local context, stakeholders can develop more relevant, effective, and culturally responsive educational strategies and policies. **Collaboration and Knowledge Sharing:** Educational discourse thrives on collaboration and knowledge sharing. It fosters an environment where stakeholders can exchange ideas, experiences, and research findings. This collaboration enhances the collective knowledge base and enables the dissemination of best practices, effective teaching methods, and evidence-based interventions. By sharing expertise and lessons learned, educational discourse promotes professional growth and contributes to continuous improvement in educational settings.

Inclusive and diverse perspectives are fundamental to educational discourse. It recognizes the value of diverse voices, experiences, and backgrounds in enriching the conversation and challenging biases. Educational discourse creates opportunities for marginalized groups, underrepresented communities, and individuals with varying abilities to contribute to the dialogue, ensuring that their unique perspectives shape educational policies and practices.

Dynamic and Evolving: Educational discourse is dynamic and constantly evolving. It responds to emerging challenges, technological advancements, societal changes, and shifts in educational paradigms. As new research findings, theories, and approaches emerge, educational discourse serves as a forum for discussing their implications, assessing their validity, and integrating them into educational practice. This adaptability and responsiveness contribute to the ongoing development and refinement of education.

In conclusion, educational discourse is a dynamic and multifaceted realm that plays a pivotal role in shaping the landscape of education. It transcends the mere exchange of words and ideas and extends into the very foundations of how we understand, impart, and implement knowledge within society. This article has shed light on the distinctive features of educational discourse, underlining its vital importance in contemporary education. From its diverse subtypes like pedagogical discourse to its profound social and cultural impact, educational discourse is a driving force in the educational sphere. The interdisciplinary

nature of educational discourse, as demonstrated by insights from fields like psychology, sociology, philosophy, linguistics, and more, underscores its rich and comprehensive nature. It is through these diverse lenses that we gain a deeper understanding of the complexities and nuances that define modern education. Researchers, educators, policymakers, and students collaborate within this dynamic, knowledge-sharing environment to inform and improve educational practices and policies. Furthermore, contextualized discussions ensure that the needs and opportunities of specific educational contexts are addressed. Whether it's the promotion of inclusive education, the preservation of indigenous cultures, or the integration of technology in developing countries, educational discourse adapts to local challenges and global trends, ensuring a relevant and responsive approach.

The practical applications of educational discourse are supported by numerous studies, showing that meaningful dialogues, such as those involving Socratic questioning or dialogic interactions, lead to enhanced learning outcomes and critical thinking skills. Linguists and scholars have provided theoretical foundations for these practices, making a compelling case for their adoption in educational settings.

Finally, the adaptability and responsiveness of educational discourse make it an essential tool for staying current with evolving challenges, technological advancements, and shifts in educational paradigms. By engaging actively in educational discourse, stakeholders can influence the future of education, fostering meaningful and transformative changes that benefit learners and societies at large.

In a world where education continues to evolve and adapt to an ever-changing landscape, educational discourse stands as a robust and indispensable tool for shaping the educational future, ensuring it remains inclusive, relevant, and innovative.

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БІЛІМ БЕРУ ДИСКУРСЫНЫҢ ЕРЕКШЕЛІКТЕРІ

Түйін: Бұл мақалада біз білім беру дискурсының күрделі әлемін зерттейміз, оның жан-жақты табиғаты мен қазіргі білім берудегі шешуші рөлін атап өтеміз. Білім беру дискурсы педагогика, білім беру саясаты, әлеуметтік-мәдени мәселелер және т.б. тақырыптарды қамтитын білімге қатысты көптеген талқылаулар мен пікірталастарды қамтиды. Психология, әлеуметтану, философия, лингвистика сияқты түрлі пәндерге сүйене отырып, ол қазіргі білім берудің қыр-сырын жан-жақты түсінуді ұсынады. Мақала білім беру дискурсының практикалық қолданылуына зерттейді, Сократтық сұраулар мен диалогтық өзара әрекеттесуді қоса алғанда, мазмұнды диалогтардың оқу нәтижелері мен сыни ойлау дағдыларын қалай жақсартатынын көрсететін зерттеу деректері келтірілген. Мақала білім беру дискурсының білім берудің түрлі аспектілеріне әсерін зерттеу үшін аралас зерттеу әдістерін қолданады. Сапалық компонент жаратылыстану біліміндегі диалогтық өзара әрекеттесуді зерттеу сияқты терең жағдайлық зерттеулерді қамтиды. Бұл жағдайлық зерттеулер қатысушылардың бақылауларын, сұхбаттарын және білім беру дискурсының мазмұнын талдауды қоса алғанда, деректерді жинаудың сапалы әдістерін пайдаланады.

Тірек сөздер: дискурс, білім беру дискурсы, педагогикалық дискурс, оқыту, динамикалық білім беру дискурсы, дамып келе жатқан білім беру дискурсы.

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ОСОБЕННОСТИ ОБРАЗОВАТЕЛЬНОГО ДИСКУРСА

Аннотация: Данная статья затрагивает сложный мир образовательного дискурса, выделяя его многогранный характер и ключевую роль в современном образовании. Образовательный дискурс охватывает широкий спектр разговоров, дебатов и обсуждений, связанных с образованием, охватывая такие темы, как педагогика, образовательная политика, социокультурные вопросы и многое другое. Исходя из различных дисциплин, таких как психология, социология, философия, лингвистика и другие, он предлагает всестороннее понимание тонкостей современного образования. В статье рассматриваются практические применения образовательного дискурса, предоставляя данные из исследований, демонстрирующих, как значимые диалоги, включая сократовский вопрос и диалогические взаимодействия, улучшают результаты обучения и навыки критического мышления. В статье используется смешанный метод исследований для изучения влияния образовательного дискурса на различные аспекты образования. Качественная составляющая включает в себя глубокие кейс-исследования, такие как исследование диалогических взаимодействий в образовании по наукам. В этих кейс-исследованиях используются методы сбора качественных данных, включая участническое наблюдение, интервью и анализ содержания образовательного дискурса.

Ключевые слова: дискурс, образовательный дискурс, педагогический дискурс, обучение, динамичный образовательный дискурс, развивающийся образовательный дискурс.

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