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DEVELOPMENT OF DISCURSIVE THINKING AND DISCURSIVE SPEECH

Annotation

This article considers the development of discursive thinking in the process of acquiring a second language in the conditions of bilingual education. The main object of the work is a linguistic person who has mastered a second language in the conditions of bilingual education. One of the most important ways of expressing a linguistic personality is speech. Therefore, oral speech aimed at developing discursive thinking is studied as an important factor in learning a foreign language.

Key words: Discursive thinking, educational bilingualism, linguistic personality, oral spontaneous discourse, anthropocentric linguistics, anthropocentric direction, consciousness, thinking, activity, behavior, social role and status.

РАЗВИТИЕ ДИСКУРСИВНОГО МЫШЛЕНИЯ И ДИСКУРСИВНОЙ РЕЧИ

Аннотация

В данной статье анализируется развитие дискурсивного мышления в процессе овладения вторым языком в условиях билингвального образования. Основным объектом работы является языковая личность, овладевшая вторым языком в условиях билингвального образования. Одним из важнейших способов выражения языковой личности является речь. Поэтому устная речь, направленная на развитие дискурсивного мышления, изучается как важный фактор изучения иностранного языка.

Ключевые слова: Дискурсивное мышление, образовательное билингвизм, языковая личность, устная спонтанная речь, антропоцентрическая лингвистика, антропоцентрическое направление, сознание, мышление, деятельность, поведение, социальная роль и статус.

DISKURSIV ONG VA DISKURSIV NUTQNI RIVOJLANTIRISH

Аннотация

Mazkur maqolada ikki tillilik ta'lim sharoitida ikkinchi tilni o'zlashtirish jarayonida diskursiv fikrlashning rivojlanish qonuniyatlarini aniqlash tahlil etiladi. Ishning asosiy ob'ekti - ikki tillilik ta'lim sharoitida ikkinchi tilni o'zlashtirgan lingvistik shaxs hisoblanadi. Lingvistik shaxsni ifodalashning eng muhim usullaridan biri bu nutqdir. Shu boisdan diskursiv tafakkurni rivojlantirishga yonaltilgan og'zaki nutqni chet tilni o'zlashtirishdagi muhim omil sifatida tadqiq etiladi.

Kalit so'zlar: Diskursiv tafakkur, tarbiyaviy ikki tillilik, lingvistik shaxs, og'zaki stixiyali nutq, antropotsentrik tilshunoslik, antropotsentrik yo'nalish, ong, tafakkur, faoliyat, xulq-atvor, ijtimoiy rol va maqom.

Currently, due to the intensive development of the anthropocentric direction of linguistics (neolinguistics), the tasks of a comprehensive study of linguistic personality are coming to the fore more and more clearly, i.e. a person in his ability to perform speech acts. Linguistic personality is now the main object of study of a complex of relatively young and rapidly developing sciences, such as psycho-, socio-, cognitive, pragmatic, ethno-, ontolinguistics, etc. An integrated approach allows us to study the features of the communicative competence of a linguistic personality in the light of the categories of various sciences related to linguistics - personality, consciousness, thinking, activity, behavior, social role and status, and many others.

In anthropocentric linguistics, over the past decades, a specific scientific direction of research has been formed, usually denoted by the English term Second Language Acquisition, focusing on various aspects of second language acquisition. If previously science was dominated by ideas about the exclusive and sufficient role of a contrastive analysis of the systems of the native and studied languages for solving particular issues in the methodology of teaching a foreign language, now the theoretical and experimental study of the development of a linguistic personality in its communicative competence in conditions of bilingualism comes to the fore.

One of the little-studied issues in the theory of second language acquisition is the study of discursive thinking associated with the hidden processes of the individual's linguistic consciousness. A linguistic personality realizes itself, first of all, in the creation of speech works - discourses. At the same time, the structure of discourse reflects the characteristics of a linguistic personality, including its communicative competence.

The creation of a multidimensional model of the formation of the discursive competence of a linguistic personality when mastering a second language is also dictated by the needs of the practice of teaching a second language, since one of the goals of teaching a foreign language at the present stage is the formation of a secondary linguistic personality. However, a comprehensive and comprehensive study of the evolution of the linguistic personality in the conditions of the formation of educational bilingualism in the science of language has practically not been carried out.

The mental strategy on which this thinking is based involves a sequential selection of options for solving a problem. Most often, such search is based on logical reasoning, in which one conclusion follows from another, previous one. Discursive thinking is based on the development of speech and activity and improves as basic logical operations develop. The result of discursive thinking is inference. There are two types of discursive thinking: inductive and deductive reasoning.

The title of this article identifies two concepts: discursive thinking and discursive speech. This is explained by the fact that discursive thinking is not always accompanied by discursive speech, i.e. their coordination and consistency do not always take place, so the problem of their equivalent formation arises. And if we keep in mind the suggestopedic culture, then the discursive speech of the economist acquires even greater relevance.

The combination of these two concepts in the title of the article, their correlational essence requires disclosure (at least briefly) of the relationship between the concepts "language", "speech", "thinking", i.e. their methodological understanding, since they represent a unity in speech - mental activity.

In philosophical and methodological literature, language is interpreted as a system of verbal signs, as a means by which communication between people is carried out, and speech as the process of using language for the purpose of communication between people. This sees an inextricable connection between language and speech.

It is believed that historically the language of any people is created and developed in the process of verbal communication between people, and as a tool of communication it exists as long as it is spoken. And as soon as a particular language ceases to be used in verbal communication, it becomes a dead language (for example, Latin). It is no coincidence that language is often defined as a product of speech development.

The philosophical position is also known that outside of language, which is a system of verbal signs, there cannot exist and thinking. Without a person expressing a thought in sound, writing or other signs, it is impossible to convey it, communicate it to another and, therefore, learn about its existence.

In addition, thinking, in contrast to direct ways of reflecting reality, called sensory forms of cognition (sensation, perception, representation), is an indirect and generalized way of reflecting reality. And generalization is inextricably linked with abstraction, abstraction from a specific object of certain properties, relationships that in reality do not exist separately from the object. But it becomes possible to mentally abstract any property from an object only with the help of a word, which allows you to fix the distracted property in consciousness [1].

If the above is correlated with the process of cognition, then it can be noted that, according to I. Kant, a person knows in two ways: intuitively or directly through contemplation (i.e. empirically) and indirectly, i.e. with the help of concepts and judgments. If in the first case, clarity is necessary, then in the second, only the correct application of concepts is necessary.

It is not without interest to bring here a philosophical and anthropological interpretation of language and speech as a means of moral and spiritual development of a person. We are talking about the philosophical and anthropological doctrine of language developed by the prominent German philosopher and economist O. Bolnov, in which the concept of "language" acts as a basic, methodological one, associated with the essence of man, his thinking and morality. Words spoken in a certain situation, according to the scientist, affect not only a person's behavior, but also his spiritual development. Like A. Humboldt, O. Bolnov considered the word a code, a key to reality. Language, according to the authors, not only connects a person with the world, but also opens the world for him. Through language it is possible not only to control education, but also to regulate all of a person's relationships to the world. The word does not simply copy the a priori existing reality, the surrounding world, it, in turn, changes and transforms this world. Human self-expression is also related to language. A person forms himself in language and is perceived by others through language [2].

From the above, it becomes clear how important and relevant an economist's command of words is in the educational process, how important his discursive and persuasive speech is. In no other professional activity is the word as dominant and multifunctional as in economics.

So, we have revealed that thinking is carried out in the form of speech and that speech is a means of thinking. Another important function of speech is a means of communication, a way of transmitting thoughts and feelings. From the above discourses, one can derive such functions of speech and words as educating and developing. It is no coincidence that O. Bolnov devoted one of his works to the problem of language and education and called it "Language and Education."

We can also emphasize the fact that speech is connected with all mental processes: it is the basis of human thinking; promotes perception, observation, understanding, and memorization; promotes the successful course of volitional processes; affects the emotional and value sphere of the individual.

Despite the inextricable connection of language, speech and thinking, they are different phenomena, therefore they are studied by different sciences: thinking is studied by philosophy, formal logic, psychology, physiology, and language and speech - by linguistics (linguistics), and to a certain extent - by philosophy.

It should be noted that each scientific discipline and each academic subject has its own specific language - the thesaurus, which must be mastered by both the teacher and the student. This imposes a special responsibility on both in the work on the development of discursive thinking and discursive speech. The difficulty in the educational process lies in the fact that it is necessary not only to ensure mastery of the language of a particular scientific discipline, but also to develop the ability to correctly formulate one's judgments and conclusions; draw logical conclusions, reason, moving from one concept to another, from one judgment to another, and in general carry out speech and mental activity. And all this requires language proficiency, which means correct knowledge of phonetics, spelling, morphology, syntax, vocabulary, stylistics, and semantics of the language. And here special additional difficulties arise.

In addition, as M.M. Bakhtin notes, speech "is always cast in the form of an utterance belonging to a specific subject, and cannot exist outside of this form" [3]. Statements carry a certain semantic load, they must be complete, complete, in a communication situation they are addressed to someone and always cause a certain reaction from the listener, they express (should express) a certain position of the speaker, etc.

Here the question arises: are school graduates, and even university graduates, able to express their position on the issues under discussion correctly, demonstrably, using correct arguments, comparing, refuting; can they think (orally and in writing), reason without violating the rules and laws of formal logic.

As our research shows, school graduates (with rare exceptions) are able to perform mainly this type of speech activity as description, and even then not always correctly. Schoolchildren and students use retelling instead of presentation in both oral and written speech. They do not distinguish between what it means to retell and what it means to expound, this is especially noticeable in diploma and qualification papers.

This is observed especially among graduates of recent years, "spoiled" by the universalization of the Unified State Exam and the "training" of schoolchildren to take it, the quality of whose speech and thinking activity leaves much to be desired. And there is no need to talk about their discursive thinking and discursive speech. But it is precisely discursive thinking and discursive speech (oral and written) that, from our point of view, are a prerequisite for creative thinking, i.e. they pave the way for creative thinking.

Now let us briefly reveal the essence of the concepts "discursive" and "discursive thinking".

In the Dictionary of Foreign Words, ed. I.V. Lekhin and F.N. Petrov notes that discursive (Latin *Ivsgviz* - reasoning) is rational; in logic - based on reasoning, consisting of a sequential series of logical links, each of which depends on the previous one and serves the subsequent one [4].

In a brief dictionary of philosophy, ed. I.V. Blauberg and P.V. Kopnin gives the following definition: “discursive - a process of cognition consisting of reasoning, when thinking moves from one concept to another, connects one judgment to another, and builds a conclusion” [5]. It is also indicated here that discursive clarity means logical clarity, i.e. strict consistency in the connection of concepts, judgments when constructing logical conclusions and conclusions.

Let us give another definition from another source: “discursive (or successive) thinking is thinking that logically moves from one specific idea to another and builds a mental image from its elements” [6]. It is also noted here that in the broad sense of the word, logical thinking in general is called discursive, as opposed to intuitive knowledge through contemplation. In connection with the last thesis, we note that in the same source pre-logical thinking is highlighted, interpreted as natural, emotional, unprepared thinking, which, without the control of the mind, tries to master its subject and which prepares the way for logical thinking.

Comparing these definitions of the concepts “discursive” and “discursive thinking”, one can notice that:

- 1) they rightfully appeal to their logical aspect, logical essence;
- 2) but none of them (except for the second definition) observes the logical rules for constructing definitions, for example, they lack a generic concept of the subject being defined.

In all these definitions, the concepts “discursive”, “discursive thinking” are associated with the meaning of “reason”, “reasoning”. In this regard, we note that, according to the Russian language dictionary by S.I.Ozhegov, to reason means:

1. Think, build conclusions.
2. Consistently express your opinions about something, discuss something, conduct a conversation.

And the reasoning is interpreted as:

1. Conclusion, a series of thoughts presented in a logically consistent form.
2. Statement, discussion.

Thus, discursive thinking and discursive speech in any of its manifestations (inner speech, external speech, oral, written, monologue, dialogical, etc.) form a unity expressed in cognitive speech-mental activity, which is both in structure and in the content of the expressed thought is a complex formation, because it combines normativity and creativity, linearity and multidimensionality, preliminary preparedness and unpreparedness (spontaneity). When organizing speech and mental activity, it is necessary to take into account such indicators of its quality as information content, the breadth of associative connections, intra-subject and inter-subject connections, problematic nature, the ability to update previously acquired knowledge, etc.

In order for the speech-mental activity of students to acquire a discursive character, an economist must be able to activate it using different methods and techniques of teaching, for example: techniques for organizing the method of heuristic conversation; questions of a different nature (convergent, divergent, evaluative, etc.); counter-arguments, counter-questions; questions involving students in updating previously acquired knowledge; techniques for creating and resolving problem situations on the issue under discussion; tasks to construct correct definitions, to prove and disprove, etc. All this is an indicator of the professional competence of an economist.

In addition, speech and mental activity should be assessed, in the rightful opinion of E.H.Leonovich, not only from the point of view of transmitting information, but also the impact on the addressee, expression of emotions, regulation of relationships, appeal to aesthetic perception, and sense of humor.

As a conclusion we can say that developing in a future economist the ability to think and express thoughts discursively is a complex, painstaking process, and one of the important conditions for the effectiveness of this process is that the economist has not only deep knowledge of the subject being taught, but also a rich vocabulary, diverse interests (literature, music, painting, history, poetry, politics, etc.), appeal to which may become necessary in a given situation, when discussing certain issues. In other words, the fact that an economist demonstrates a certain erudition in other areas of culture can (probably should) be one of the characteristics of his suggestopedia and an example of general cultural competence.

In addition to the traditional general economic conditions observed in any lesson, we have identified the following specific conditions for the development of discursive thinking and discursive speech of the future economist:

1. Ensuring the assimilation of theoretical knowledge about the essence of discursive thinking and discursive speech.
2. Selection and use of appropriate texts and structuring of tasks and questions aimed at developing discursive thinking and discursive speech.
3. Systematic use of methods and techniques of problem-based learning, ensuring the different nature of students' cognitive activity (receptive, reproductive, heuristic, creative activity).
4. Orientation of questions and assignments towards the integration of theoretical knowledge on the problem of discursive thinking and discursive speech with program material in economics.
5. Using techniques for involving students in updating previously acquired knowledge and providing prompt feedback.
6. Systematic use of propaedeutic homework on the problem as a stage of the upcoming educational lesson.
7. Creating a positive emotional background in the classroom, encouraging initiative in generating questions for teachers, classmates, in addition, and clarification.
8. Orientation towards the implication of the assimilated content of training into the value-semantic sphere of the personality of the future economist.
9. The ability, readiness and need of the teacher to demonstrate examples of discursive thinking and discursive speech, and in general, suggestopedic culture.
10. Monitoring and self-monitoring of the development of students' speech quality and their inclusion in self-assessment.

As one of the research hypotheses, we put forward an article stating that these conditions are necessary and sufficient for the development of discursive thinking and discursive speech of the future economist.

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