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On the problem of the essence of school educational discourse

Discourse is, first of all, a text in its entirety with extralinguistic ones, i.e. pragmatic, sociocultural, psychological, linguocultural and other factors; the text taken in the event aspect; this speech, considered as a purposeful social action, as a component involved in the interaction of people and the mechanisms of their consciousness (cognitive processes). Discourse is speech "immersed in life" [1].

Discourse as a phenomenon of linguistics, speech practice and a phenomenon of modern life continues to expand the boundaries of its existence and functioning. A clear confirmation of this is the presence of varieties of discourse, covering all sorts of spheres of human activity. Educational discourse as a type of institutional discourse, which includes many areas of verbal activity, currently occupies one of the priority places, linking educational institutions and their consumers in terms of communication.

Let's consider the essence of such a discourse. So, based on the directions of the service sector, educational discourse can be differentiated as: a) educational discourse of preschool institutions; b) school educational discourse; c) university; d) the discourse of lifelong education (mass media, refresher courses, professional sphere, etc.).

It is necessary to consider in detail the school educational discourse, designed to form the communicative competence of students, as well as an active, full-fledged linguistic personality at one of the most important stages of its development. Based on the content of the concept itself, we note that a discourse of this type can be presented both in the form of a separate statement, a group of statements, and a whole text. The form of this discourse is a monologue (speech, an answer to a question asked, an essay, an article in a school newspaper, graffiti) and a dialogue (polylogue)

(a conversation between a teacher and a student (students), communication in a relaxed atmosphere of two or more participants - for example, during break, exchange of notes); includes speaking and writing. The participants in such a discourse are directly the teacher and the student as representatives of the educational process, as well as parents involved in this. It is the first two that play the primary role in communication; they can act both as a producer (creator of an utterance) and as a recipient (perceiving a discourse text). At the same time, in order to achieve the final result, it is important to take into account the verbal behavior of both communication participants. It should be noted that the predominant role in the process of information exchange belongs to the speaker (addressee). First of all, his communicative capabilities are designed to contribute to the presentation of him (i.e., the addressee) as a linguistic person, correspondingly possessing speech norms, which is a necessary condition for the qualitative coding of the meaning of the utterance and its adequate perception by the addressee.

At the same time, it is important to pay attention to the following points: a) the content of the text as the basis of a particular discourse; b) external, i.e. extralinguistic, reasons influencing the creation and organization of school discourse.

In connection with the above, let us consider more essential factors in the formation of educational discourse.

The key component that determines the semantic load of this type of discourse is "educational". This serves as an indication, first of all, of its functional features - to promote the education of the individual, the dissemination and consolidation of knowledge. The objectivity of knowledge determines its value, reflecting the adequacy of scientific attitudes. Therefore, scientific character as one of the paramount principles should form the basis of school educational discourse in the learning process, which implies, first of all, adherence to accuracy, consistency, and reliability of the presentation of the material, and this is quite significant in constructing a monologue form of discourse that is acceptable directly in educational activities.

Also, the integral principles that should be taken into account when building a school discourse are richness, diversity and purity of speech. This is what makes it possible to judge how rich the thesaurus of the participant in verbal communication is, to what extent he "feels" the language, has an idea of the ways of expressing expression, distinguishing the numerous shades of word meanings. Purity is an indicator of the absence in speech of lexemes and phrases that represent a layer of unnormalized vocabulary. This, undoubtedly, increases the quality of discourse, while creating a positive effect with an adequate perception of its content by the interlocutor and, accordingly, creating a benevolent psychological atmosphere of communication.

However, in creating a discourse, in addition to the factors that determine the content side, one should bear in mind the features that are directly related to the personality of the participants in communication as representatives of the educational space. It should be noted that the negative phenomena of the surrounding reality are often "copied" by the participants of the discourse, reflected in their speech practice. At the same time, the discourse acquires an inadequately simplified set of lexical means that conflict with the norms of politeness, as a result of which the effectiveness of verbal communication is lost. Meanwhile, rude words and expressions related to unnormalized vocabulary (remarks, nicknames, insults, ridicule, arrogant attacks that take a person out of mental equilibrium) slow down the perception of information, while being unacceptable in communication. Therefore, in the relations between the participants in communication - speaking and listening, writing and reading - it is necessary to observe the principle of tolerance as a manifestation of respect and tolerance in relation to the feelings of the interlocutor. Concerning extralinguistic factors, L.A. Vvedenskaya calls this "the principle of equal security, which presupposes not causing psychological or other harm to a partner in information exchange" [2].

Based on the foregoing, we note that we focused on the main points that are determined by the position of the addressee. They should be directly taken into account in the case of the formation of school educational discourse. At the same

time, the addressee, who has a less effective role, is also a component of any discourse, but in the process of perception, comprehension and understanding of discourse, his personal qualities and communicative behavior are no less important in the formation of a communication situation.

Thus, it is advisable to take the indicated conditions of communication as the principles of the formation of school educational discourse.

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