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GLOBALIZATION IN PEDAGOGICAL DISCOURSE

The change in format of education, professional employment and communication in a critically short time caused by the conditions of the global pandemic contributed to the internalization of the Russian language, as one of the types of language innovations, and the emergence of English borrowings used to unify concepts in the world space. The modern era is characterized by neologization, active word creation, caused by the demands of the society. The intensity of penetration of anglicisms into pedagogical discourse significantly complicates the task of linguists to trace, fix, classify and study the variety of ways in which the latter enter pedagogical discourse.

This article proposes an analysis of borrowed words and the emergence of new concepts based on the English language in pedagogical discourse related to global changes in the context of the pandemic and the transition to distance learning. The article attempts to understand positive and negative aspects of this phenomenon based on the analysis of the corpus of language units that were selected as a result of a continuous sample from various sources. In particular there are recording the written and spoken speech of teachers and students, the interface of learning platforms, Internet communication (social networks universities, instant messengers, forums, blogs, etc.). The article also substantiates the idea of the necessity and timeliness of the study of penetrating borrowings due to the difficulty in mastering educational material and understanding educational instructions.

Key words: globalization, pandemic, corona virus, borrowing, pedagogical discourse.

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Педагогикалық дискурс аясындағы жаһанданудың көрінісі

Жаһандық пандемия салдарынан өте қысқа мерзімде туындаған оқыту, кәсіби жұмыспен қамту және қарым-қатынас форматтарының өзгеруі тілдік инновациялардың бір түрі ретінде орыс тілінің интернационалдандыруына және әлемдік кеңістіктегі қолданылатын ұғымдарды бірізбендіру мақсатында ағылшын тілінен енген кірме сөздердің келуіне ықпал етті.

Қазіргі дәуір қоғам сұранысынан туындаған белсенді түрде жаңа сөз жасау мен неологизмдердің пайда болуымен сипатталады.

Педагогикалық дискурсқа англицизмдердің ену қарқындылығы лингвисттердің осы тәсілдердің алуан түрлілігін қадағалау, бекіту, жіктеу және зерттеу міндетін айтарлықтай қиындатады.

Бұл мақалада пандемия және қашықтықтан оқытуға көшу жағдайында жаһандық өзгерістерге байланысты педагогикалық дискурста ағылшын тілі негізінде алынған сөздерді талдау және жаңа түсініктердің пайда болуы ұсынылған. Мақалада әртүрлі көздерден үздіксіз іріктеу нәтижесінде таңдалған тілдік бірліктер корпусын талдау негізінде осы құбылыстың оң және теріс жақтарын түсінуге әрекет жасалады, атап айтқанда оқытушылар мен студенттердің сөйлеген сөздерін, оқыту платформаларының интерфейсін, интернет қарым-қатынасты (университеттердің әлеуметтік желілері, мессенджерлер, форумдар, блогтар және т. б.) бекіту.

Сонымен қатар, мақалада оқу материалын игерудегі және білім беру нұсқауларын түсінудегі қиындықтарға байланысты енген кірме сөздерді зерделеу қажеттілігі мен уақытылылығы туралы ой дәлелденеді.

Түйін сөздер: жаһандану, пандемия, коронавирус, кірме сөздер, педагогикалық дискурс.

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Проявление глобализации в педагогическом дискурсе

Изменение формата обучения, профессиональной занятости и общения в критически сжатые сроки вызванные условиями глобальной пандемии способствовало интернализации русского языка, как одного из видов языковых новаций, и появлению английских заимствований, используемых в целях унификации понятий в мировом пространстве. Современная эпоха характеризуется неологизацией, активным словотворчеством, вызванными запросами общества. Интенсивность проникновения англицизмов в педагогический дискурс существенно затрудняет задачу лингвистов отследить, зафиксировать, классифицировать и изучить разнообразие способов вхождения последних в педагогический дискурс.

В настоящей статье предложен анализ заимствованных слов и возникновение новых понятий на базе английского языка в педагогическом дискурсе, связанных с глобальными изменениями в условиях пандемии и перехода на дистанционное обучение. В статье предпринимается попытка разобраться в положительных и отрицательных сторонах данного явления на основе анализа корпуса языковых единиц, которые были отобраны в результате сплошной выборки из различных источников, в частности фиксации письменной и устной речи преподавателей и студентов, интерфейс обучающих платформ, интернет-общение (соцсети университетов, мессенджеры, форумы, блоги и т.п.). В статье также обосновывается идея необходимости и своевременности исследования прониких заимствований обусловленная сложностью в усвоении учебного материала и понимания образовательных инструкций.

Ключевые слова: глобализация, пандемия, корона вирус, заимствование, педагогический дискурс.

Introduction

New decade of the 21st century is marked by a comprehensive, global pandemic problem. COVID-19 pandemic in the history of our civilization has led to the largest disruption in all spheres of human life; it can also be recognized as an upheaval in scientific and technological activity causing rethinking of values in the globalized world. It is to be kept in mind that globalization has manifested itself in all spheres of human activity since the last millennium.

Let us turn to the historical point of view of the issue and consider different interpretations of "globalization" concept. Most common definition was proposed by R. Robertson, American sociologist and theorist of globalization providing lectures at the University of Aberdeen in Scotland. In his opinion, globalization is a significant process the world is being made into a single with systemic properties (R. Robertson 1985: 103). The process leading to the rise of international importance (such as, strong economic and political ties, cultural and information switch) on collective reality in some countries (F. Robert 1967: 78).

Jan Aart Scholte, Professor of Global Transformations and Governance Challenges at Leiden University defines, "Globalization refers to processes whereby social relations acquire relatively distanceless and borderless qualities so that human lives are increasingly played out in the world as a single place" (A. Scholte 2000: 15). In agreement with the World Health Organization, "The increase interconnectedness and interdependence of peoples and countries. It is generally understood to include two interrelated elements: the opening of international borders to increasingly fast flows of goods, services, finance, people, and ideas; and the changes in institutions and policies at national and international levels that facilitate or promote such flows" (WB 2020).

In public minds this concept was fixed in 1996 after the 25th session of the World Economic Forum in Davos. It is confirmed by Moscow Weekly Bulletin "Expert": "Globalization is the world terminological heat of this year, sung in all languages in every way ... " (Markova B.V. 2001: 77).

Kofi Annan, speaking about globalization in 1988, noted the following: "For many people, our era differs from all previous ones in the phenomenon of globalization. Globalization…rebuilds not only our ways of exploring the world, but also the ways we communicate with each other" (K Annan. 1998: 7). Currently, there are dozens of definitions for the term of "globalization". Thus, J. Soros, one of the experts in the field of globalization and major proponent of globalization, believes that this is the most frequent term in modern world, acquiring different interpretations.

In our opinion, the definition proposed by M. Delyagin is to be thoroughly cogitated: "globalization is the process of forming a single (global, but at the same time having clear and fairly narrow boundaries) military-political, financial, economic and information space, functioning exclusively based on high and computer technologies" (Delyagin M. G. 2000: 321).

Globalization is the mode to establish profound modifications in the global space. The most important and key idea of globalization is purposeful unification of countries in all spheres of their activity, since numerous issues cannot be properly solved by a particular nation. That is at the level of a single country and its international collaboration with other countries. According to sociologists Martin Albro and Elizabeth King, "globalization is the process by which the people of the world are integrated into a single world society" (W. Keim 2008: 22).

Methodology

Globalization tends to cover more and more areas of our life and is the cause of heated debates. Main topic of discussion is either globalization is the reality of the last few decades, or it appeared at the time the first direct peoples contacts living in different parts of our planet were established. Mankind is also concerned on the way globalization correlates in different sides of public life and its existence and development in long-term perspective; on what is globalization itself and what it is not, and also whether we can consider current situation as postglobalization.

Globalization penetrates into all spheres of our life in good and bad sense. In a good way, it is development and improvement of all spheres of human life. It provides the union of cultures, technology expansion and development, and investing. Socially, globalization helps population around the globe to be interdependent. In the cultural point of view it causes the increase in the substitute of values and ideas (S. Smith 2022: electronic recourse). But in the bad way workers can lose jobs to countries with low-cost labor. It also doesn't protect labor, environmental or human rights. Globalization can contribute to cultural homogeneity (A. Josephson 2022: electronic recourse) and it's the spread of infections in particular.

Globalization also affects the scientific world. The pandemic at the global level is the object of close attention and discussion not only by the media, but also by philologists. All changes taking place in the economic, political, cultural and other spheres of life are reflected in the works of scientists. The issue regarding the language in the framework of globalization is raised by a number of Russian scientists, such as N.A. Efremov, S.S. Kovaleva, D.S. Likhachev, V.Yu. Mikhalchenko, P.B. Parshin, E.I. Ubriatov. Among Kazakh scientists, they are R. Absatarov, G.A. Beisenova, K.G. Nigmetzhanov and others. L.S. Baimanova, N.Zh. Shaimerdenova, D.B. Amanzholova also participate in it while studying borrowings from Germanic languages in Russian in frames of the project "AP09258780 Germanica in Kazakhstan: language, ethnos, personality in sociolinguistic, linguopersonological and linguo-didactic perspective" (Grant Project 2021-2023).

Any language reacts to the slightest changes in the global world like a litmus test. It reflects current realities of our life by fixing them on verbal – linguistic and non-verbal – extralinguistic levels. Main event to date remains the ongoing, ripple effect of the corona virus disease (Concept Note: Education in COVID-19 Era 2020: electronic recourse). Such global activity is reflected in lexical composition of the language, as well as in communicative behavior in certain speech situations to express feelings and emotions. Reality of the pandemic resulted in appearance of terms and semi-terms in formal discourse, neologisms and phraseological units in colloquial discourse and Internet communications.

Degree of impact of the pandemic on a particular area of human life is difficult to determine due to the global nature of the issue. This phenomenon is especially noticeable in the education scope, since this sphere, like no other, has been subject to changes as a result of rapid spread of infection for the worse. Nearly 1.6 billion students in over 200 countries studied online the most part of the academic year since March in 2019 (Analytical Material 2020: 20). Breaking up of schools and other educational institutions reached 90 percent. Therefore, the rate of penetration of loanwords from English is growing significantly. The speech of teachers and students is more and more "replete" with the following ones like: "digital", instead of «цифровой», "deadline", instead of «крайний срок сдачи проекта, домашнего задания», "syllabus", instead of «учебная программа», "proctoring", instead of "«контроль для соблюдения процедуры экзамена», "activities", instead of «занятие чем-либо, деятельность и задание», "battle" – «соревнование, дискуссия», "procrastination"- «промедление», "midterm" – «семестровый экзамен», "random division" – «деление в случайном порядке», "skill"

– «навык», "fake" – «ложное, выдаваемое за действительное», "hater" – «противник чего-либо», "adviser hour" – «кураторский час» and many others.

The trend of borrowings penetration and the emergence of new concepts in pedagogical discourse during the pandemic is confirmed by the presence of them on the educational platform of Al-Farabi Kazakh National University. There are some examples from the site: «код доступа», «эдвайзер», «файлы эдвайзера», «куратор-эдвайзер», «идентификатор конференции», lockdown, Moodle, online exam, Open KzNU, Open Master Class, Oqylyq, Oxford academic journals, Oxford UPSO, Proctoring System, Teams, Twitter, YouTube, Univer(iOS), Univer(Android), username, webinar,

Wi-Fi, Zoom conference, etc. There is still instability of terminology in this area. Numerous terms and combinations with the online lexical unit attract attention – online тест, online лекция, online платформа, online открытое мероприятие, online формат, online ресурсы. The analysis revealed lexical items in Latin, without translation: Facebook, KPI, Midterm schedule, E-services, Open Master Class, Open KazNU, LMS Moodle, Zoom, Wi-Fi. It is noteworthy that the name of the platform "Unver" is also Romanized. In compliance with the "Trinity of Languages" Program and entry into the global educational space, information on the platform is presented in three languages: Kazakh, Russian, and English. The figure below shows the interface of the analyzed source.
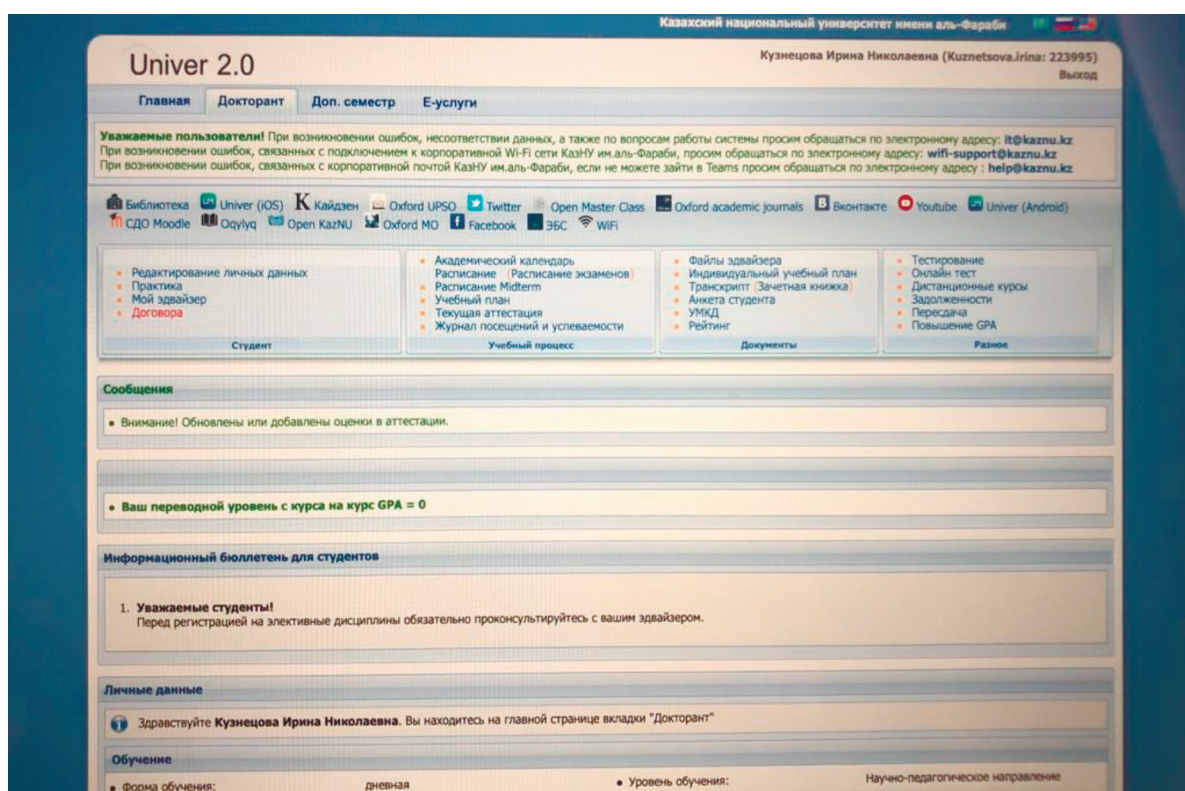

Fig 1 – The interface of the educational platform of KazNU. al-Farabi

Literature Review

Despite the uncertainty of the term "discourse" it is increasingly used in linguistic circles, which testifies not only to its wide meaning, but also to its increasing importance, since it is in close relationship with such basic concepts of linguistics

as "language", "speech", "speech activity", " text", "speech statement", etc. A lot of studies are involved to the discourse study. The authors of numerous publications interpret this phenom in various systems as a very concept of "discourse" that has expanded the concept of "language" (Karasik V.I. 2002: 477).

For the first time the notion of "discourse" is found in classical philosophy, as a kind of knowledge and ways of its application in life. In classical Latin, the lexical unit "discursus" (conversation, conversation) was fixed rather late – in the 5th century AD. Therefore, turning to the point of the issue appearance, we support the judgment of I.T. Kasavin on the genesis of the term "discourse" in a further historical period attributing the development of this notion to the Renaissance period (Kasavin I.T. 2006: 3).

One of the first linguists who used this term in his works was the Swiss scientist, the founder of the theory of structuralism, Ferdinand de Saussure (1857-1913). In his fundamental work "Course of General Linguistics" (1916), the linguistics of language is considered with the concept of "speech" and "speech activity" [Saussure 1999: 31].

The term "discourse", close to the modern interpretation, was first used by the American linguist Zelig Harris in 1952: "a sequence of sentences spoken (or written) by one (or more) person in a certain situation"(Harris Z.S. 1952: 3). He tried to expand the method of studying language, the purpose of which is to study the environment of individual units in the text, i.e. transition from one sentence to a related text and a description of the situation of a social and cultural nature. Later, the term "discourse" became related to the German Textlinguistick (text linguistics), which has spread since the 1950s. The widespread usage of the term "discourse" rose in the early 1970s, initially in a meaning close to that in which the term "functional style of speech/language" was used in Russian linguistics. Yu.S. Stepanov noted: "The reason that with the living term "functional style" another one was required – "discourse" was the peculiarities of national linguistic schools, and not the subject" (Stepanov 1995: 36). In the same period, a tendency towards separation became noticeable, which occurred due to the gradual difference between the terms "text" and "discourse". "Text is understood as an abstract, formal construction, but discourse is interpreted as various ways to make speech relevant, to consider from the position of mental processes" (Harris Z.S. 1952: 3)

It must be recognized that since its commencement, the term "discourse" in linguistics has lost its previously inherent interpretations and acquired numerous interpretations in view of its rethinking in the light of the tendency towards an interdisciplinary consideration of the meaning of the language and the need to interpret today's events, which by no means contributes to the unambiguity of its percep-

tion even before still has an unstable pronunciation.

T.M. Nikolaeva in the "Concise Dictionary of Linguistic Text Terms" highlights the idea that: "Discourse is a polysemantic term of a linguistic text used by a number of authors in meanings that are almost homonymous (that is, not even synonymous – Yu.S. Stepanov). The most important of them are: 1) a coherent text; 2) oral colloquial form of the text; 3) dialogue; 4) a group of statements related to each other in meaning; 5) a speech product as a given – written and oral speech" (Nikolaeva 1978: 467).

According to Yu.S. Stepanov, the best, as of the 1990s, definition of the term "discourse" was the definition and interpretation proposed by V.Z. Demyankov: "Discourse is an arbitrary piece of text consisting of more than one sentence or an independent part of a sentence. Often, but not always, centered around some core concept; creates a general context that describes actors, objects, circumstances, times, actions, etc., determined not so much by the sequence of sentences, but by the world that is common to the creator of the discourse and its interpreter, which is "built" in the course of discourse deployment" (V.Z. Demyankov 1982: 7). Definition Yu.S. Stepanova also lies in this plane: "Discourse is a "language in a language", but presented in the form of a special social prescription. Discourse does not really exist in the form of its own "grammar" and its own "lexicon", just like a simple language. Discourse exists primarily and mainly in texts, but those that are followed by a special grammar, a special vocabulary, special rules of word usage and syntax, a special semantics – in the end – a special world. In the world of any discourse, there are their own rules of synonymous substitutions, their own rules of truth, their own etiquette" (Stepanov S.Yu. 1995: 44).

In our opinion, the definition given by Russian linguists A.A. Kibrikom and V.A. Plungyan: "Discourse is both a process of linguistic activity and its result, i.e. test" has become significant (A.A. Kibrik, V.A. Plungyan 2009: 307).

An analysis of the current educational situation at the university allows substantiating the main directions and values of student-centered education. Integration in the new information space of sciences with new humanistic and culture-forming functions, such as: social self-affirmation (social significance, prestige); intellectual and moral communication; self-improvement (the possibility of developing creative abilities, familiarization with spiritual culture); self-expression (the creative and diverse nature of labor) is the subject of discussion among scientists,

(Ibragimova K.K., Myrzabekova M. 2017: electronic resourse). In modern society, with the development of multicultural education and upbringing, the importance and place of pedagogical discourse in the educational environment is increasing. This direction is today actively developed in modern linguistics. However, the term "pedagogical discourse" remains infinitely diverse, ambiguously characterized and widely used in various sciences (linguistics, pedagogy, sociology, psychology, etc.). The reasons for this are the ambiguity of the term and the uncertainty of the concept behind the term (Evtyugina A.A. 2014: 141-153). With all the variety of interpretations, scientists agree on one thing, that the essential characteristic of pedagogical discourse is processuality (speech activity) and intersubjectivity (speech behavior) (Selezneva L.V. 2011), focused on performance (Medvedeva S.M., Matyash O.I. 2019: electronic resourse).

As it evidenced by the above material, pedagogical discourse remains not sufficiently studied either in terms of the genres represented in it, or in terms of the cognitive structures behind it, or the name (didactic, educational and educational (Studnev E.Yu. 2011: 242-245; Sherbinina 2010: 10-11), educational and pedagogical (Gabidulina A.R. 2009: 6)), scientific and pedagogical (Shcherbinina 2010: 10-11). Thus, in modern scientific research, terminological combination of educational discourse and pedagogical discourse are used as synonymous, and educational discourse is understood as "discourse" on pedagogical discourse (Sherbinina 2010: 10-11). According to E.V. Dobrenkova, discourse in educational spere is "the macro- and micro-levels of social practice, as well as the way in which the language takes shape and itself forms the sociopolitical reality" (Dobrenkova E.V. 2007: 458). According to E.Yu. Studnev, educational discourse contradicts with pedagogical discourse in the way of its position of institutionalization. It requires less developed social conditions as far as it involves limited interaction involving only the following collaboration like lectures, lectures and students, lectures and parents, i.e. the lecture or the teacher at school remains the most important figure in it (Studnev E.Yu. 2011: 242-245). As B.V. Penkov, "educational discourse is manifested in the conceptualization of the phenomena of reality that are formed in the mind of the author in the process of assimilation of cognitive competence, including knowledge about the world, language means and norms for constructing discourse" (Penkov B.V. 2010: 84-91).

Educational discourse, in terms of V.D. Kalinina is understood as "two-component structure – lecturer's discourse and student's discourse. The first is implemented in the lecturer's version of the educational and scientific text (primary text), the second is in student educational and scientific texts (secondary texts)" (Kalinina V.D. 2002). This definition provides for the main difference between pedagogical and educational discourses which is namely explained in the absence of objects of interaction (pupils, students) in pedagogical discourse. Joining the opinion of N.S. Ostrazhkova regarding the considered formulations of "pedagogical discourse", it can be stated that in a overall sense, discourse in pedagogical point of view is "professional communication between theorists-researchers, practicing teachers and students in oral or written form, directly or indirectly through special literature" (Ostrazhkova N.S. 2004). This provision to a certain extent makes it possible to understand the essence of pedagogical discourse.

Discussion, results

An analysis of vocabulary replenishment of pedagogical discourse in the context of a pandemic with borrowings-anglicisms and new concepts confirms the trend of globalization processes and the increase in such units in pedagogical discourse. This trend, like the process of borrowing, always has its positive and negative qualities. With the regard to the above mentioned the crisis caused by spread of infection also served as a stimulus for changes in the educational spere. Innovative approaches, to ensure high-quality and continuous learning, are used in the form of radio and television broadcasts, providing students with necessary educational materials for their comfortable learning at home. Largest IT companies, under the auspices of UNESCO, have quickly developed (GetCourse, iSpring, Mrmberlux, Moodle, Teams, Teachbase, WebTutor, Zoom), continue to improve the old and create new learning platforms allowing to study online both at your school or other educational institution, and additionally, anywhere in the world. The most successful universities, in addition to learning platforms and the use of modern online education approaches, create online communities of students, teachers, administrative staff, which helps to improve the quality of education and reduce stress from social isolation (Analytical Material 2020: 23).

For a student, as well as for a teacher, the Internet is, first of all, a unique opportunity to enter

the world market, and in a pandemic situation, it is also an opportunity to use an unlimited database, which contributes to continuous professional improvement, career growth, active participation in international conferences, symposiums, high-level meetings and many others.

These changes not only affected the lifestyle of Kazakhstani society, amending legislation, developing a new strategy and tactics for doing business, but also actualized the issues of foreign language proficiency, especially English one, which has a special publication activity.

There is a growing research interest in analyzing documentation, literature, periodicals in English to get acquainted with achievements of foreign colleagues in various fields. Under the current conditions, development of digital learning technologies "is a completely natural reflection of the development that is characteristic of human civilization and culture as a whole" (Demyankov V.Z. (1989): 158).

Among all the jobs, teaching profession most organically fit into the current model of modern education and receives institutional support, as well as a wide public reaction. Thus, in compliance with the decree (dated September 1, 2020), Kassym Zhomart Tokayev, President of the Republic of Kazakhstan, announced the salary increase for teachers and lecturers by an average of 25% from January 01, 2021. This fact, to our opinion, is another significant advantage and motivation for teachers spending most part of their live and power to provide students with high quality knowledge to develop professional skills.

Conclusion

Despite main objective of globalization to accelerate development of mankind, it is a difficult process to which one must adjust and which creates serious problems and difficulties. This rapid pace of change can be threatening, and most countries try to control or manage it. This is manifested in expression of protests against globalization, i.e. in anti-globalization actions. Under current conditions, urgent action is needed to prevent the education crisis from turning into a generational disaster. Education is a global common benefit, the most powerful driver of progress towards all the Sustainable Development Goals and the foundation for a just, equitable, inclusive and peaceful society. The task of creating the world, prosperous and productive society becomes impossible in the conditions of destruction of the education system (UNO 2011: electronic recourse). At the same time, all countries are trying, if possible, to mitigate the consequences of the epidemic, especially as regards education sphere, and intensify international cooperation. Thus, digitalization of education and the academic exchange of experience is gaining momentum, and universities are developing new forms of cooperation, revising the accumulated experience and actively applying all this in their practice.

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