

Discourse Approach to Creating Educational Situations for Pre-school Age Children

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Abstract--- *The paper deals with topical problems of the modern discourse terminology and specifics of creating the educational discourse for children of preschool age. The paper discusses the modern interpretation of discourse and the possibility of its use as a formal component in the educational frame. The paper tries to apply a discourse approach to development and organization of educational situations for children of preschool age, such as specially organized thematic activities, performances, literary performances, quizzes, competitions, excursions, etc. The authors study the components of discourse (participants of communicative events, the chronotope, pre-communicative, communicative and post-communicative phases) and its several classifications. The special attention is drawn to the addressee factor in formal educational communication and its explication in the conversational situation.*

The leading approach to the study of this problem is the discourse that allows to consider issues of preparation, carrying out and introspection of the organization of the educational space in the kindergarten in a way that meets the normative requirements of the federal state educational standard of pre-school education. The requirements of the basic educational program and, in general, the socio-cultural context, in which the child lives and is brought up, are also relevant. The discourse approach is the basis of the proposed communicative event.

The result is a model of communication with children of preschool age during the educational situations on the basis of the discourse approach.

The materials of the paper are of practical value to the organization of educational process in kindergartens. This data can also be used as a basis for the organization of educational activities in establishments of optional education. It is advisable to include the specifics of organizing the educational discourse in the curricula of pre-school teachers training.

Keywords--- *Discourse, Communication, Speech, Dialog, Addressee, Pre-school Age Children.*

I. INTRODUCTION

Thematic activities and discussions with children, performances, contests, discussing books, theatrical performances and role-playing games, cartoons, and TV – all these can be called the educational discourse.

Discourse (French "discours", from Latin discursus "running back and forth, movement, circulation, conversation, talk") is a multivalent term for a number of humanities, the subject of which directly or indirectly

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suggests studying the functioning of language - linguistics, literary studies , semiotics, sociology, philosophy, ethnology and anthropology (Linguistics: BED, 1998, 24).

There is no clear and universally accepted definition of discourse, and it is possible that the widespread popularity of this term over the last decade resulted from its nature: connected with non-trivial relations, different interpretations successfully satisfy different conceptual needs. A peculiar parallel of the polysemy of the term is its stress, which is still not fixed: the stress on the second syllable is more common, but the stress on the first syllable is also accepted (Krasnykh, 1999, 18).

Various authors interpret the definition of discourse by comparing the terms discourse and text, discourse and dialog, discourse and style (Karasik, 2004, 15). Sometimes these concepts converge, sometimes they are distinguished.

For example, one of the definitions of the term "discourse" (which recently has gone beyond the bounds of science and become popular in journalism) is created by the desire to clarify the traditional concepts of style and individual language (compare the traditional expressions "Dostoevsky style" with a more modern sounding expression "modern Russian political discourse") (Levina, 2003, 19). In this interpretation, the term "discourse" describes a way of speaking and certainly has a definition – which or whose discourse it is.

The definition by N.D. Arutyunova is the most widely used. It says that "discourse is a speech immersed in life" (Arutyunova N.D., 10), i.e. the speech, considered as a purposeful social action, is a component that participates in the interaction of people. From the standpoints of modern approaches, discourse is a complex communicative phenomenon that includes extralinguistic factors (knowledge of the world, opinions, attitudes, goals of the addressee) that are necessary for understanding the text besides the text itself (Schiffrin, 1987, 9).

This interpretation of discourse is shared by the Russian and foreign linguists. The well-known Dutch discourse researcher T. van Dijk gives several definitions of discourse. Discourse in a broad sense is a communicative event occurring between the speaker and the listener (the observer, etc.) during the communicative action in a certain temporal, spatial and other types of context (T. van Dijk, 1989, 13). This communicative action may be verbal or written, and may have verbal and nonverbal components. Discourse in its narrow sense is a written or spoken verbal product of the communicative action (Polanyi, 1988, 8).

Arutyunova N.D. views the discourse as "the text in the eventive aspect," which should be studied simultaneously with the corresponding "forms of life". The researcher believes that it is not a coincidence that the term "discourse", in contrast to the term "text", is not applicable to ancient languages, whose relations with live life may not be restored directly (Arutyunova N.D., 10).

In the wide diversity of the definitions of discourse given by different scientists, their opinions converge in one point: discourse is verbal communication.

The main factors of communication in their most general form were described by R. Jakobson. It is a message and its inherent properties: the addresser and the addressee of the message (the latter can be valid, i.e. directly involved in the situation of communication, and only intended as a recipient of the message); the nature of the a

Despite the fact that for many centuries written language had greater prestige than oral, it was clear that oral discourse was the original fundamental form of existence of language, and written discourse derived from the oral one. Most human languages do not have their written forms, i.e. they exist only in oral form.

The difference in the information transfer channels has fundamentally important consequences for the processes of oral and written discourse. First, in the oral discourse, generation and understanding are synchronized, and in written discourse the processes are not simultaneous. The writing speed is more than 10 times lower than the speed of oral speech, and the reading speed is slightly higher than the speed of oral speech. As a result, in case of oral discourse, the phenomenon of fragmentation takes place: speech is generated by jerks or quanta, the so-called units of intonation, which are separated from each other by pauses. The written discourse implies the integration of predicates into complex sentences and other syntactic structures and associations.

The second fundamental difference is the presence of contact between the speaker and the addressee in time and space: in the written discourse there is usually no such contact (therefore people use writing). As a result, in case oral discourse means the speaker and the addressee are involved in the situation, which is reflected in the use of the pronouns of the first and second persons, indications of the thinking processes and emotions of the speaker and the addressee, the use of gestures and other nonverbal means, etc. In case of written discourse, vice versa, the speaker and the addressee are removed from the information described in the discourse.

In addition to the two fundamental varieties of discourse (oral and written) one should mention another type - the mental one. A person can use the language without producing any acoustic or graphic traces of linguistic activity. Here the language is also used communicatively, but the same person is both the speaker and the addressee. Due to the absence of easily observable manifestations, mental discourse is much underdeveloped than oral and written ones. One of the most famous studies of mental discourse, or, in traditional terminology, internal speech, belongs to L.S. Vygotsky.

Only one of the three above-mentioned varieties of discourse is considered in the work with pre-school children - the oral one.

II. MATERIALS AND METHODS

This paper focuses on the educational discourse. Its participants are connected by an adult-children and teacher-pupil relationships. The teacher solves educational problems by organizing and implementing discourse (Shabaev, 2010, 23).

For better understanding, future teachers are recommended to replace the term "discourse" with the term "communicative event". This is due to the fact that the expression "communicative event" has a transparent internal form (it is easy to semanticize by the words included), therefore it is accessible and understandable for students. Moreover, the events acquire more and more recognizable features in the practice-oriented paradigm (Frolova, Iltaldinova, 2017, 22), as the most dialogical format in the context of mixed education. Educational content presented in the eventive aspect can also be converted into a software product that allows to optimize the training of a modern teacher in accordance with the employers' requirements (Sedykh, Fedorov, 2017, 21).

A communicative event (i.e., text in the eventive aspect) preserves the characteristic features of the text - integrity and coherence. The integrity of the communicative event is manifested in its several unities: the unity of time (the event takes place on one - albeit long, but without interruptions - a time interval), unity of place, unity of action (it unfolds in accordance with the standard three-term scheme: the beginning - the main part - the finish), and the unity of the participants.

Proceeding from the foregoing, we can conclude that the word "speaker" is not applicable to the communicative event (discourse). Same as in the dialogs and polylogues, the roles of communicators change. Many people can speak, but there will still be the one to initiate and carry out communication, guided by certain goals. Let us call this person "initiator of communication", and the one who responded to the request to communicate will be the "partner". Since many people usually participate in a communicative event, the author use the expressions "collective partner" or "audience" for such cases.

The interlocutor's position in verbal communication (his presence "here and now") can be specially marked. Each speaking community has a set of linguistic and non-linguistic means intended for this, which are called means of addressing of a speech product.

Speech addressing is its focus on the interlocutor, the explication of his presence and direct participation in the conversation.

The verbal means of addressing include:

1. Forms of address (Vanya, kids, Mishutka, etc.);
2. The verb forms of the 2nd person and the corresponding personal and possessive pronouns (you, your-yours, go (translator's note - in Russian, the pronoun "you" has a plural form, therefore the verbs respectively have plural forms in tenses and imperative);
3. Imperative constructions - they are always "addressed", i.e. they always assume that the order should be fulfilled by the interlocutor (Come; tell him to...; let him ...);
4. Interrogative sentences. Some linguists consider them to be a kind of imperative. Interrogative sentences always motivate the interlocutor to act, but this action is the verbal one (the answer).

Numerous introductory and plug-in constructions also belong to the linguistic means of addressing ("do you believe me?", "..., isn't it?", "don't you agree?").

The nonverbal means of addressing include:

- 1) Eye contact, turning one's face to the interlocutor;
- 2) Pointing gestures "you" (with one's hand, a chin, nodding one's head), "we" ("you" and "I" – the unifying circle);
- 3) Gesture "call to attention" (raised hand or a finger), change in posture, a change of distance of communication, etc (Kochetova., 2017, 6).

Usually the organizer of communicative events pursues not one, but several goals. For example, a mother tells her child a fairy tale. It is a pleasure for the baby, but at the same time it causes a certain attitude to what is being

said (consent, disapproval, approval, admiration, etc.). It possibly can bring new knowledge (the elephant is an animal that has a trunk) (Krasilnikova, 2008, 16).

Thus, complexes (clusters) of goals are created. Goal clusters of the communicative event are a living dynamic system with its hierarchy. There are always priorities in the changing set of goals.

The first task of the organizer of a communicative event is to be clearly aware of the goals of communication and to see the priority ones among them.

III. RESULTS

Each organized communicative event (intended, prepared and implemented according to a specific plan) involves three phases: pre-communicative, communicative and post-communicative. The first one is the most significant.

The preparatory stage for the communication itself solves a set of tasks. The tasks include making the conclusion about the audience (particularly about its state at the moment), selection of a subject for discussion, setting the goals and forming the main idea of a conversation. The plot development include selecting the "actors", the setting, scenery, costumes, and stage props. The scenario is concluded with special attention to the introduction and the ending.

All of these tasks of the pre-communication are interrelated and derive from each other. The most important part is played by the factor of the addressee. That means the constant consideration of his needs, interests, knowledge, moods, positive traits, and undesirable manners in educational (Arutyunova, 1981, 10).

Having formulated the goals of educational discourse and its "lesson", having chosen a topic for conversation with children, the teacher begins to develop a scenario of a communicative event. He faces two interrelated tasks: the composition of the plot and the selection of actors.

The communication initiator decides whether he himself will participate in a communicative event or select his "deputy" instead. The second variant is typical for the TV program the first one -, for a kids school play, game or discussion (Krasilnikova, Starikova, 2017, 17). The teacher actually cannot "disappear", having transferred his authorities to his assistant (Father Frost, Vasilisa the Wise, etc.). He continues to share his duties with his "deputy", i.e. to observe the children's behavior, to encourage some of them to participate more actively, to prevent departures from the main line of discourse determined by its goals, etc. In this case, he acts as an "assistant" to the main person (Vasilisa the Wise or papa Carlo). In the detailed allocation of responsibilities has its own "trick". Children do not like straightforward didacticism. The teacher *must* lecture and papa Carlo should not - these are their positions: papa Carlo just helps a child *himself* conclude about what is happening and formulate a "lesson" of the discourse.

The next phase of educational discourse called a communicative one does not imply preparation. The success of its implementation depends on the teacher's mastery of speech and non-verbal language.

In his book "Fundamentals of speech culture", B.N. Golovin distinguishes the following communicative qualities that are typical of a good speech: correctness, accuracy, consistency, expressiveness, richness, purity, and relevance

(Golovin, 1988, 12). Teacher's speech should have all the communicative qualities of a good speech.

As a rule the communicative event does not end with the last spoken phrases. It continues in its post-communicative phase. Participants of the communication retrieve the event again for some time, they "replay" some episodes in their minds, and often correct them. The former interlocutors exchange their impressions of what they have seen and heard or tell about it to those who have not participated or were not present. The realization of the goals of the initiator of the "event" in the post-communicative phase continues through the phrases like "Go and think about it", "Go and keep in mind what I said", "Thank you, I'll never forget your words", "Let it be a lesson for all of us", etc.

For people working with children the post-communicative phase is especially important.

In the post-communicative phase the child replays in his memory the event, checks whether he has understood and appreciated everything correctly, and formulates the subject matter of the lesson. It is the expression of the efficiency of the work conducted by the organizer of educational discourse, the evidence of his reaching his set goals.

Radio and television programs for children often end with the words: "Write us", "Draw the heroes of this program and send us your pictures".

Organization of the post-communicative phase of communication should be the subject of special care of teachers, who is the initiator of the communicative events. The ability of end this event and give children the keynote to keep in mind the things they heard and to reconsider it is one of the important communicative skills.

Within the framework of designing the communicative event as a form of educational discourse, the authors have studied the aspects of using mass media in working with the kindergarten pupils.

The phrase "our children spend all their time in front of the TV" became the irritating cliché, but the practice justifies that it is not possible to completely abandon the television now. In this regard, it is necessary to use a reasonable and balanced approach to the selection and use of mass media for kids. Surprising is the fact that the mass media is still little and inefficiently used as a means of socio-cultural education for the younger generation. The survey of teachers of preschool education (234 people engaged) showed that 190 (81%) teachers use cartoons and children's TV programs in their practice; 30 (13%) teachers feel extremely negative about using mass media in the educational process in kindergartens; 12 (5%) of teachers have neutral attitude to this practice, but, nevertheless, for various reasons they do not take use it; 2 (1%) people found it difficult to answer. The further study was revealed that only 16 (8%) out of 190 teachers use mass media forms for teaching and raising children, while the rest use them for leisure or entertainment. Thus, it can be concluded that the efficiency of using media forms in kindergarten is extremely low in terms of education. Inefficiency lies, first of all, in the unpreparedness of teachers to use this social phenomenon in their professional activities. In the authors' opinion, the reason for this obvious contradiction is the low level of awareness of the meaningful and formal values of the proposed TV materials. The analysis of media content shows a rapid dynamics in the development of new approaches to the form and content of kids' media products.

Some interesting moments of the kids' television material dialectics were revealed during the last 10 years during the survey among the future teachers of preschool education - students of a pedagogical university. The students noted that over the last decade in the domestic broadcasting system there have been major changes that resulted in a high level of its organization. TV channels are struggling for their audience, trying to attract the attention of consumers, broadcasting a large number of informational, scientific documentary, entertainment, and other programs. Against this background, the number of programs for kids initially increased dramatically. Some of them stayed on the air for quite a long time ("Good night, kids"), the others disappeared from the screens several months after their first broadcast ("KOAPP"). The further trend, predetermined by the market factors, shows the reduction of the number and popularity of kids TV shows and replaces them with animated series. Foreign programs were predominant in the years between 2008 and 2012 ("Blue's Clues", etc.). Currently, the authors record the positive quantitative and qualitative development of Russian products ("Smeshariki", "Luntik", "Masha and the Bear", "Fiksiki", etc.). Colorful, vivid and meaningful cartoons are, along with traditional means, an excellent material for organizing the educational process in kindergartens, since they are focused on the main educational lines: spiritual, moral, labor, physical, artistic and aesthetic, environmental, civil, and patriotic ones. Russian cartoons are a perfect means of socializing the future citizens of our country. The analysis of the media samples content shows the presence of the main structural components. This means they have an introduction in the situation of a problem, where an inexperienced hero - a representative of the "children's team" (for example, Masha from the cartoon "Masha and the Bear") makes a mistake or faces an insoluble, at first glance, situation. It also has the main part, illustrating the problematic situation, and the climax, where the character - representative of the "adult team" (the bear from the above mentioned cartoon) - helps the child to cope with difficulties and formulates the morality verbally or non-verbally - the conclusion about the correctness or incorrectness of actions, by this giving an example of normal social behavior. Thus, watching a cartoon can turn into an interesting and useful form of interaction between the teacher and the children. The children who receive positive emotions from watching the cartoon think about the content aspect among other things, by this acquiring socio-cultural experience naturally. This is possible only if a teacher realizes a power of an educational tool he always has at hand. Moreover, media forms are an effective means of interacting with the parents of pupils, raising the methodological competence of the latter.

Thus, with a reasoned approach, a teacher can develop a universal scheme/algorithm for the structural and content analyses of media forms for kids. They can also include watching TV shows or cartoons for kids in the course scheduling, to contribute to the introspection of the viewed media through the integrating it into the program of educational work (organizing productive, creative and motional activities). Another available option is involving parents in cooperation in the upbringing and education of children by developing a conscious a positive attitude towards the information and television spaces in them.

IV. DISCUSSION

Various kinds of educational discourse in kindergartens are morning exercises, the procedure for admission of children, everyday and regime events, specially organized classes of cognitive, socializing or aesthetic purpose, child labor, performances, excursions, observations, walks, children's theater, television and radio programs, etc.

The latter two forms of activity have recently entered the educational space as a means of forming knowledge and skills. It is also worth noting the domination of television programs over the radio programs and several causes of this phenomenon:

- 1) The lack of specialized programs for kids on popular music radio stations (they are mainly focused on the adult audience, and their main goal is entertaining their listeners, not teaching them anything);
- 2) Relatively low popularity of the radio stations that broadcast programs for kids;
- 3) As a result, children do not know about these radio programs, and no one acquaint them with these programs;
- 4) The latter, according to the participants of the experiment, is the most valid reason: children, especially preschool children, cannot concentrate on activities that are not accompanied by visual images. That's why television beats the radio in terms of visibility, imagery and color.

It should be noted that according to the observations of the scientific staff of the Institute of Hygiene and Protection of Children and Adolescents, in the leisure of kids there is increasingly more time for watching TV programs, especially on weekends, while parents are not always aware of the negative consequences of watching TV for a long time. Therefore it is important to have the common sense so as not to harm children while seeking the "intensification of educational processes". The same is fair to the organization of preschool children's activities with the use of a computer. As recommended, computer classes should be conducted not more than twice a week, and the duration of continuous work with them is not more than 10 minutes. One should not forget that the computer is used by the teacher as one of the components of the educational process, and it is integrated into the activities specific for preschool age.

It seems appropriate to draw the attention of future teachers to the main components of their professional activities, where the interaction participants are a teacher and children (Fedorov, Paputkova ..., 2018, 3). It is necessary to take into account the fundamental differences in the work of a school teacher and a kindergarten teacher, based on other approaches to building an educational environment in the preschool institution and its subject matter. It is no accident that the Ministry of Education of the Russian Federation draws special attention to the fact that in a number of pre-school educational institutions there is a negative practice of increasing the mental and physical burden of children, which is conditioned by the content of education and the forms of its organization inadequate for their age-related characteristics. Such phenomena cause fatigue in children, neuroticization, affect their health and emotional well-being, causing school disintegration in future. In some cases, the selection of the content of preschool education is based on "school logic": there occurs a substitution of goals and tasks of child's development in preschool age with the goals and objectives of school education. Another problem is the orientation of the content of a number of pre-school educational programs on intellectual development, which is often done at the expense of the physical and social-personal development of the child (Fedorov, Paputkova, 2017, 2)

It should be taken into account that a game is the main activity of kids under 7, and it is in namely the game that makes them comprehend the norms of social interaction with other people and the rules of behavior. Methods, techniques and forms of interaction between a teacher and a child also have a number of distinctive features. An adult can participate in the kids' activity only as a partner and influence it only indirectly through role behavior and

individual communicative tactics. In addition, a teacher creates the conditions for the emergence and development of the game and provides a balance between different types of games: active and calm, single and team, didactic and story-role ones. A teacher can and should use gaming techniques in different activities and when performing regime moments. The game, to a large extent, describes the difference between the discursive approach and pre-school education, in contrast to school and university pedagogical discourses.

However, one should remember that the principle of continuity between the kindergarten and school is the organizing one in the pedagogical process of both institutional forms of discourse. Wisely organized discursive strategy will allow the preschool child to move to a new qualitative level of his development, which is formally determined by primary school education.

V. CONCLUSION

Communicative competence of a teacher of a pre-school educational institution includes the ability to organize educational discourse - a form of communication between a teacher and children, characterized by the presence of both linguistic (text) and extralinguistic (pragmatic, psychological, etc.) components. Among them are the knowledge, interests, goals, and character of communicants.

The maximum consideration of the addressee's factor is the basis of the communicative ability to initiate communication (i.e., to decide, prepare and involve children in it). This ability assumes: certain ideas about the goals achieved during the discourse; planned selection of the topic (reflected in the communicative event of a "piece of reality"), the successful formulation of the "lesson" (the pedagogical conclusion from the discussed), and the definition of the appropriate style and form of communication.

Communicative skills to attract and retain the attention of the interlocutor, to involve him in the sphere of author's opinions and attitudes are manifested in the use of various instruments of influence (sound and visual, verbal and extralinguistic, sign-oriented and nonconventional), in the originality of the plot, ingenuity in selecting additional characters, expressiveness of speech and non-verbal behavior of a teacher.

Achieving the goals of educational discourse in many respects depends on the teacher's ability to create a child's motivation for continuing the discourse, when the comprehension and remembering of what is seen and heard occurs. It is due to the fact that the post-communicative phase of communication helps to realize the interrelationship of various teaching and methodological components and, thus, integrated educational space.

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