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PROBLEM OF TEACHING ORAL ENGLISH SCIENTIFIC DISCOURSE IN PEDAGOGY OF TERTIARY EDUCATION

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Abstract. *The article deals with the problem of teaching oral scientific and pedagogical discourse at higher educational establishments. The notion "oral scientific and pedagogical discourse" has been examined. The genres and linguistic features of scientific and pedagogical discourse have been highlighted. Some pedagogical techniques as to teaching oral scientific and pedagogical discourse have been recommended.*

Keywords: *discourse, scientific and pedagogical discourse, academic discourse, genres of oral discourse, linguistic features of scientific discourse.*

The notion "discourse" is a complex multifaceted phenomenon that is the focus of modern science and is studied by such scientists as: B. Bernstein, B. Bilik, T. Ezhova, L. Fillips, W. Harris, M. Jorgensen, V. Karasik, F. Kristi, D. Moskalik, M. Oleshko Y. Pospelova, Y. Scherbinina, T. Van Dijk . However, in the different sciences the term "discourse" differs, so "discourse" requires clarification in a definite science.

Interpreted from the perspective of pedagogy, a concept of discourse allows deeper to reflect the behavior of the participants of pedagogical discourse, to distribute high-status roles and responsibilities, behavior and values, forms of pedagogical interaction. It gives an opportunity to optimize teaching process in higher educational institution from the standpoint of interdisciplinary and interactive approaches, as well as the total anthropocentric orientation of modern education.

The purpose of the article is to analyze the concept of scientific-pedagogical discourse, its genres and lexical characteristics and to work out offer the kinds of exercises for learning oral English teaching of discourse.

The logic of the work requires considering the notion "scientific-pedagogical discourse" in more detail. Analysing the opinions of scholars regarding the definition of the term we can say that some scientists propose to consider scientific discourse and pedagogical discourse separately. S. Suvorova denotes

pedagogical discourse, as objectively existing dynamic system of values and meanings of communication in educational contexts, which functions in the educational environment of the higher educational establishment, including participants of the discourse, pedagogical goals and values [14, p. 85]. V. Bilyk considers teaching of English discourse as a unity of interaction between teacher and student with the use of the English language and the summation of the texts that describes this interaction [1, p. 197]. I. Karasik determines that the purpose of the pedagogical discourse is socialization of a new member of the society [9, p. 211]

However, there are scientists who consider pedagogical and scientific discourses in their interaction. So L. Kulikova interprets scientific and pedagogical (academic discourse), as normative organized verbal interaction, that has both linguistic and extralinguistic plans and uses a system of professionally-oriented characters, taking into account the status-role characteristics of the main participants of communication and is interpreted as culturally marked communication system [11, p. 297].

Among the genres of oral English scientific discourse, we have identified genres based on the monologue: traditional lecture, presentation. And genres, which are based on dialogue (polylogue): scientific seminars / workshops / webinars, scientific discussions, research reports on the materials of term paper / diploma / master's thesis, the results of a research project / grant).

Let's consider every kind of scientific-pedagogical discourse.

Lecture is one of the organized forms of training in high school. Traditionally lecture is defined as an oral presentation of the subject by teacher in a higher educational institution; a public speech on a specific topic, including notes [8, p. 209]. Recently in educational practice, there is such an educational resource as multimedia lectures, which are pre-planned, prepared, organized, scheduled and controlled by the use of computer materials.

Seminar is a group-based practical training of students under the guidance of a teacher in high school [13, p. 757]. One of the varieties of the workshop with the use of Internet technologies is a webinar. I. Nagaeva determines it as on-line lesson, conducted by a teacher on the basis of active learning methods. It is aimed at the development and consolidation of educational material, the mastery of techniques through collaboration and exchange of experience, development of abilities and skills of educational and professional activities. Its peculiarities, in comparison with traditional seminars, are an informative and methodological richness, concreteness and practical nature of the training questions that are practiced [12, p. 1].

Close in content to seminar is colloquium that is determined: 1) as a form of classes in the educational system, which aims to identify and improve knowledge of students; 2) scientific meeting, which arranges hearings and discussions of reports from the various problematic issues [6, p. 171]. The

symposium (from lat. symposium – feast) is defined as scientific meeting, usually international [10, p. 988].

Following oral genre of the scientific and pedagogical discourse is oral presentation. It is a gradual process of generating a holistic, coherent, logically organized oral composition on a given topic in a limited manner. The purpose of the presentation is demonstration, visual representation and/or distribution of certain information by audiovisual means.

Presentation at the conference changes its tone depending on the circumstances. It may be plenary report (gives an overview of the fundamental research that was conducted over several years (20 to 60 minutes), sectional performance (summary report with a clearly defined theme and a time (no more than 15 minutes), presentation at the round table (a group of people specializing in a particular subject come together to discuss it from several points of view. Typically, two or three broadcasters are given 15-30 minutes for presentation and then the audience asks questions), review (short comments after the speech, audience questions, "mini-report") or poster presentation (specialists are standing near the stands with their reports and give answers to the people who are interested in their theme) [4].

The discussion is primarily used in the scientific community, but sometimes it is referred to during other activities. Special conferences, symposia and congresses are usually organized for their conduct. The topics are communicated in advance to the participants, appointed rapporteurs express different points of view, gather theses.

The content of the English scientific speech is characterized by a strict logical sequence of thoughts and conclusions in an orderly system of communication between parts of the utterance, accuracy, clarity, and brevity of information. This is achieved through compliance with the specific features of scientific style of speech at lexical, grammatical, stylistic, phonetic and extralinguistic levels.

Analyzing lexical features of oral English scientific and pedagogical discourse we can single out: extensive use of special terminology, citations, abbreviations; bookish words: perform, comprise, susceptible, analogous, approximate, calculation, circular; linguistic clichés: "Arise from the fact that...", "As it was said above...", "In the context of..."; double prepositions, which in literature became archaisms: thereby, therewith, hereby.

In relation to the grammatical peculiarities of scientific-pedagogical discourse, it should be noted usage of bookish syntactic structures (complexes with non-finite forms of the verb); extended attributive phrases: Noun + Noun construction (Ex.: the grammar-translation method, language teaching innovations, situational language teaching, communicative language teaching, etc.); the use of gerundial, participial or infinitive phrases (Ex.: The theory of language underlying field Audiolingualism was derived from a view proposed by American linguists in the 1950s – a view that came to be known as structural

linguistics) [7, p. 20]; the preference for passive constructions (Ex.: The suggestion was offered...).

Regarding stylistic peculiarities of scientific language, it should be noted that the expressivity is not peculiar to the language of science. However, when oral scientific discourse, designed for a wide range, the author tries to avoid scientific terminology, making his speech more descriptive, expressive and meaningful. In this case, it is not a purely scientific style, but popular scientific prose, which contains elements of belles-letters style.

But in this article we are interested in the features of English scientific discourse. T. Burlak notes that even if the language of science is not inherent in the use of stylistic devices, however, it is impossible to avoid stylistic devices completely, especially it refers to metaphor (Ex.: “branch of linguistics”- the word "branch" is used metaphorically). Speech of modern English speakers is rich in its wide stylistic value range of metaphors from colloquial: a bee in one's bonnet, to burn one's boat, a happy hunting ground, an odd man, to bookish: to draw a veil over [2].

Regarding phonetic characteristics, namely prosody of English scientific discourse, M. Glushko emphasizes that in style of intellectual communication the lecturer's success depends on his prosodic skills: the use of pauses at the end and inside of the utterances, the alternation of low fall and low rise tones, variation of tempo [5].

Studying oral scientific-pedagogical discourse, it is necessary to pay attention to the extralinguistic means of communication, as lecturer communicates with the audience through the eyes, posture, distance between a speaker and audience (for example, when he looks forward for the questions he makes a step or two), not only verbal [3, p. 157]. During the discourse linguistic and extra-linguistic components of communication intersect, creating integrity of the speech. The omission of one component leads to the violation of the whole communicative integrity and causes informative dissonance within the scientific and pedagogical discourse.

Speaking about teaching techniques it should be noted the following. To develop the skills of oral English scientific-pedagogical discourse we offer conducting introductory classes where students can get acquainted with the notions “discourse”, “scientific and pedagogical discourse”, kinds of discourse, linguistic peculiarities of oral discourse, discourse markers, extralinguistic features of pedagogical discourse. Also we recommend to conduct interactive lectures where not only the lecturer gives theoretical material, but the students take an active part in discussing the lecture material. At the practical classes we propose to use such types of exercises as composing mini-discourses, role-playing games on pedagogical topics, simulations of real communicative situations of didactic sense, discussions on problematic items in the sphere of pedagogy, etc.

Let us illustrate the simulation of real communicative situation of didactic sense which can be introduced into the teaching process at practical English classes. A student gets a card with the assignment: “You are the leader of a discussion, so you have to begin and end the meeting. Your responsibilities are: choose the theme that is interesting for all the participants of the discussion; all group members have to participate, involve in discussion passive participants by asking questions; keep the discussion on the subject; at the end of the meeting summarize the decision that was accepted by the group”.

In conclusion, it is necessary to state that in the conditions of modern tertiary education the problem of oral scientific discourse teaching is very important. It requires a lot of consideration and a special academic course which can be completely devoted to the process of teaching scientific and pedagogical discourse should be implemented into studying curriculum at the linguistic faculties.

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THE FUNCTIONS OF CORPORATIVE CULTURE OF MODERN UNIVERSITY

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Abstract. *The article discusses the features and functions (standard-regulating, motivating, stabilization, security, replacement, adaptive, innovative) Corporate Culture University as the organization of a special type. Corporate culture is defined as one of the components of the success of the organization. Also is distinguished the place of corporate culture in the structure of management of the higher education.*

Keywords: *corporate culture, university, functions of the corporate culture, organization.*

The transition to a market economy, European integration processes in the society requires a constant willingness to change, the ability to manage these changes, the ability of employees of organizations, including education, to adequately respond to them, mobilizing for constructive joint activities that actualizes the problem of the study of the corporate culture.

Influence of the internal culture of the organization on the efficiency of its activities in general and personnel management becomes a subject of foreign (T. Bazarov, A. Kroeber, K. Klukholm, M. Magura, A. Ognev, T. Peters, R. Ryuttinger, C. Surkov, R. Waterman, Shane E. etc.) and native (N. A Vlasov, Yu. Tyutyunnikov, M. Maznichenko, G. Maltsev, N. Jablonskienè etc.) researchers.

Modern researches of corporate culture is recognized as a universal social and cultural phenomenon is the basis of life potential of any organization, its feature distinguishing the staff of one organization from others. It is defined as the "soul" or "spirit" of the organization. In the context of the activities of any organization's corporate culture largely determines its external and internal structure, covering various aspects of interaction and cooperation of its staff