THE WAY TO DISCURSIVE COMPETENCE

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ABSTRACT

Eternal problem of language and reality correlation is nowadays solved by involving individual cognitive system (/personality) into discursive processes.

Discourse viewed from linguistic angle is a text functioning in a communicative situation.

The text analysis tends to deviate from its structural semantic trend to approach corporal functioning in both artificial and natural methods of text production.

Denoting the text as dynamic interface of functional and pragmatic fields we attempt to specify it as a product of informational exchange undergoing coding decoding and copying.

We put forward the assumption that presentation of certain information is performed not by a separate semiotic unit, but by the whole system of codes as well.

Our approach to the text originates from initial mentally chosen direction of idea to speech (textual) activity, provided that the will of communicators participates between these two marginal actions.

We treat personality from the point of view of mind operation through realization of self consciousness as a part of cultural interface with modern world.

Discursive competence, which is based on linguistic, situational and cultural awareness of communicants, is considered as the key question of informational exchange.

The suggestion to train functions as one of the main priorities can be offered on the basis of Global Concretization approach presupposes activating various features of linguistic system with reference to interpretation of its user’s mental and emotional functions and the appropriate faculties of human intellect.

Keywords: Cultural Interface, Discursive Competence, Realization Of Consciousness, Global Concretization.

1. INTRODUCTION

The article is an attempt to view the text as realization of discursive processes in global context of personality. Personality is viewed as ICS variations in discourse modeling.

We search for developing a communicative space for concretization of knowledge and suggest training model on the basis of global concretization approach which correlates with a key question of communication.

The article is constructed according to the following plan:
In conclusion we propose to globally treat discourse as a dynamic process of speech production, perception and comprehension with a key task of achieving linguistic awareness. In connection with this training should be modeled to excel in discursive activities as a part of cultural interface.

2. Discourse and Globality of Text Structuring.

2.1 Definition of Discourse
Discourse is a special type of communication which runs in tandem with thinking processes. On the basis of computational investigations of a dialogue system the following statements can be made: 1. Discourse is a two sided phenomenon with essential component of interfacing (no matter constructivism or conflict) 2. Assumptions and packing of information stipulate understanding and play an essential role in producing and processing of discourse, 3. Being planned discourse should combine rhetoric and intentionality, 4. Creative nature of a discourse leads to integration of monologue and dialogue system.

2.2 Main Trends in Discourse Research
Two main trends are noted in discourse research:
- Investigation of informatively organized text and its coherence which presupposes implications
- Correlation of context and certain semantic structures

According to the informational tendency the coherence of discourse is based on semantic relation between information and successful utterance.

Intentional trend claims that discourse coherence originates from intentions of discussants and understanding depends on recognizing the intentions.

Instead of arguing we would prefer synthesis of both statements adding to them global approach both to discourse and discussants.

2.3. Biospheres approach to mental processes
Biospheres approach in a contemporary scientific terminology is noticed in such terms as mental field, textual space, which leads to comprehension of space interface with global structure of modern civilization. Information is viewed upon as interaction of different fields and bearer of information as a certain part of global sphere creating plentitude of genre spaces, dialogue spaces (Isupov,2001)

J. Dismore calls reality one more space of united utterances one of which may float in a certain discourse under condition of a given context. (Dismore 1987)

2.4 Intellectual Architecture of Discourse
As human intellect is “severely domain specific” its activity may be seen as mutual performance of human mind and different experiences taken from the environment.

Consisting of different cogniotypes (mental frames) Individual Cognitive System brings into operation the main propulsion unit (will) to achieve awareness in perception or production of information to participate in discursive processes.

Two faculties of ICS enter the discursive process simultaneously: cognitive and communicative. Communicability is awareness of will to create an utterance. Utterance is a concrete part of global process of text activity.

Text activity is based on triple foundation:

Man- Language-World

Language = (Knowledge + World) + Mind

Essence of any language is discovered in text activity and can be expressed this way (Figure 1)
Figure 1: Text Activity

T.A. = SI+W+CD+IS+CT

Of Sender - Of Receiver

INTERPRETATION, where:

TA – text activity,
SI – speech intention,
W – Will,
CD – cogniotype of domain,
IS – internal speech,
CT – certain text-final product of text activity

The language can no longer be a methodologically overpowering structure as it is a dynamic functional and pragmatic corpora based on mental abilities of ICS.

Figure 2. Dynamic Functions of Individual Cognitive System

ICS = (CD + I) + (TA + W) + (IS + CT)

In this long formation SI+I+CD is realization of mind operation

IS+CT – realization of psycholinguistic functions of ICS

Due to projective faculty of mind (to be more exact by means of will and imagination) mental fields embrace not only components of present world or past experiences (by means of memory) they enter a distant “imaginary” worlds represented by the clusters of cultural texts (Baranov, 1998).

So, Language is functioning not only as a means of transmission of thought, but as an instrument of thought formation. It is a constructive element in presentation of global knowledge.

Figure 3. Knowledge of a Separate Cognitive System and Global Knowledge of Civilization

Knowledge(K) = Knowledge of a separate cognitive system
ICS1* Cognitive System of the World (ICSW).

2.5. Concretization of Knowledge

The Sequence >Information>Knowledge >Wisdom represents an emergent continuum.

Although data is a discrete entity the progression to information knowledge and finally to wisdom does not occur in discrete stages of development. One progresses along the continuum as one’s understanding develops (Bellinger, 2003)

Knowledge is often defined as information. But quite impressing are observations of Fleming:

- a collection of data is not information
- a collection of information is not knowledge
- a collection of knowledge is not wisdom
- a collection of wisdom is not truth
Like water, this raising tide of data can be viewed as an abundant, vital and necessary resource. With enough preparation we should be able to tap into that reservoir — and ride the wave—by utilizing new ways to channel raw data into meaningful information.

That information, in turn, can then become a knowledge that leads to wisdom. (Alberthal, 95). For quite a time knowledge was referred to as a collection of data. Now that knowledge management is widely practiced the idea that information, knowledge and wisdom are more than simply collections sounds quite reasonable. Rather the whole represents more than the sum of its parts and has a synergy of its own. Without context we begin with data which is just a meaningless point in space and time. Being out of context means being without a meaningful relation to anything else. When we encounter a piece of data, if it gets our attention at all, our first action is usually to attempt to find a way to attribute meaning to it. We do it by associating. Human beings are predictably consistent. So, knowledge management should be one of many cooperating means towards the final product of discursive activity—text unless the job turns out to be corporate.

Understanding immediately correlates with integrity. Knowledge can be defined as a part of one’s experience. When one is able to amass sufficient data and information to form a complete pattern I understood I would have knowledge. There is another part of knowledge about the words of our language, its semantic, syntactic and phonological properties. Acquired from early in life this information is stored in a component of long term memory and is usually referred to as mental lexicon (Turennaut, 1998).

Probably this lexicon is an obstacle for a second language learner, as during speech processing the mental lexicon is accessed automatically at a very high speed and awareness of native language lexicon stands in the way of a new one.
Native speaker is not aware of his cognitive control over the lexicon and processes the information through coding and decoding. Foreign language learner in the attempt of logical analyses to perceive syntactic structures fails to produce a successful utterance as phonological information is available 40 millisecond after syntactic properties have been received. Processing of speech overtakes logical analyses.

So, Knowledge management would be the capture, retention and reuse for foundation for imparting and understanding how all these pieces fit together and how to convey them meaningfully to some other person.

Preciseness of knowledge organization plays an essential role in discourse modeling; absence of it causes communication failures.

3. MODELING AND COMMUNICATION PECULIARITIES

3.1 Discourse Modeling

DM is closely connected with knowledge management and its value is related to the effectiveness with which the managed knowledge enables the discussants to deal with awareness of present discursive activity and effectively envision and create the future one.

Discursive activity – communication on textual level is a simultaneous process of speech production and speech perception.

Awareness of thinking processes is verbalized by means of such cognitive functions as planning, assumption, and conclusion.

Process of inner verbalization is also taken into consideration. Sentence-image is not always expressed in words (may be pictorial explication) in this case intellect starts operating on casual level: accusation, approval, fantasy, idle thinking.

A minor message, remark or reminder may be enough for verbal realization of causal function of ICS. Functional unit in verbalizing process is cogniotype which correlates with a text or a group of texts of a certain domain.

For example domain Sea Disaster is formed by various discourses: fiction, educational, institutional, professional etc.

Professional discourse of domain “sea disasters” is considered within specific frames: collisions, the list of the vessel, grounding, fire, explosion, hull damage troubles in the engine room, injuries, and fatalities

Within the frames of Sea Disaster logical entity which is organized in time and space appear implications, which become logically accessible under certain orchestration of discourse. They are:

1. Fear - dangerous /not dangerous
2. Significance of event for
   - Sender – Receiver
   - Role of witness
- Role of participant

3. Desires
- to rescue/to survive,
- to satisfy commercial interest
- to accuse/to reject accusation

The notion disaster is specified with terms accident /an event which involves personal injuries or fatalities/or incident /an event connected with damage to cargo or equipment/.

Term near miss is widely used denoting incident or accident which could have happened.

In general communicative context of marine professional discourse of domain Sea Disasters two valuable concepts are behind the text format:

- Safety of crew, cargo and equipment (Safety)
- Search for usefulness of the event which could have occurred
  (Near miss gives a learning opportunity)

Transferring of language clusters from static into dynamic of speech production and processing is carried out due to coinciding the interests of ICS and cogniotypes content which in turn matches textual format. It would not stand to reason to expect full coincidence of expected results from producer and receiver of the information but strict organization of language clusters in speech producing may lead to rather interesting interpretations.

Analyses of interpretations confirm the hypothesis that the text is a dynamic system which is discovered in the process of transposing different plentitudes of elements. Transposing is followed by multiplying meanings and may be called derivation which is apt to self organization.

3.2. Training Modeling

As the process of knowledge presentation, processing and perception is activated by cognitive and communicative functions of ICS, inner experience, the image and relationship with others play an important role in training process. Expression of Self is related to the social – Other (Shi-xu, 1995).

Mind is proved to be of discursive nature, since it relies on semiotic in particular linguistic, textual material (Bahtin 1983), our inner thinking is discursively organized and requires our attention in analyzing speech production.

Among numerous attempts to find the definition to our approach we consider “global concretization” the most suitable, as it is based on discourse self organization properties and synergy of using information and lexicon.

We suggest 3 stages of speech training:
1. “Propulsion” (starting getting and into the rhythm.)
2. Restoration of individual cognitive system (organizing knowledge) - very individually.
3. Adaptation to natural speaking (speaking by instinct).

The method of global concretization is a mechanism of involving, the audience into textual interpretation activity, organizing and managing the dynamic conversational stream, leading it to self-organization.
Training is orchestrated by filling mental spaces with data which are converted into information in the process of didactic discourse. Rotated information merges into construction of cogniotype which enters natural speech within the frames of given contexts. Further processing of discourse builds up new contexts. From chaotic processing originates synergy of text order. The question how the various strands fit together? The answer refers to the question of mental processes where there is a diversity of the opinions on mind operation.

As linguistics is an empirical science, our decision is not to argue any postulate but try to function using syntactic structure of thought compositionality (Fodor, 2001) and criteria of intentionality in applying to mental processes which are classifiable as conscious and unconscious.

Assumption that (un)conscious mental processes is just a causal sequence of (un)conscious mind (Fodor 2001) proves that causal function of intellect (fantasy, remembrance) mostly runs idle. It gives us an opportunity to engage causal function by involving the imaginary faculty of mind in discourse modeling while training. Imagination excites memory of soul which keeps the past and presents some kind of creativity. Construction of cogniotypes is exercised by mechanical memory which can be long-term and short-term memory. Activating of both types of memory provides more productivity in speech processing.

The systematic analysis of discourse sorts out the following features:

![Diagram of speech processing features]

Figure 5: Discursive Features

It is impossible to draw a clear line between bringing a thought into being and encoding the thought – putting it into words, but it is possible to watch and “to catch” foreign languages learners’ perceptive for speech producing state – a kind of Synesthesia of cognition and communication.
To smoothly transform didactic motivation of trainees to answer the lesson’s material into natural pragmatic motivation to speak to persuade and influence others, insight of the learners’ thinking ability and emotional state is required.

“Catching” states has to do with managing one’s attention. Human beings are so oddly constructed, that they allow their attention to have managed instead of being aware of their concrete tasks at the moment. It can be explained by faster operation of right (imaginary) hemisphere of the right hemisphere of our brain if compared with the left (logical) one. In mental operation first is perceived global structure (at a very high speed), than attention is drawn to concrete details. The text below is quite readable in spite of the mess in its organization.

ABILITY OF OUR BRAIN AND INTELLECT

Read the text up to the end without paying attention to its strange arrangement:

Acocdring to the ivenitsagiton of the Egslinh seicntitss ogranizotain of word is lses ipmotrant. Olny ttthe fsirt and the lsat letters should be positioned proeplry.

The ohter part may be a nosnsene, but it will remain raedlabe. Bceusae we fucos on the whole word, but not as speartae lteter.

Every concrete text within the frames of textual activities as integrity of production, processing and understanding should be modeled from top –down procedure, not excluding bottom – up procedure as well. While training priority should be given to learning text functions. As an example we can take one text of cogniotype “Environmental Protection” as a global structure and make references to different discourses:

Text
Problem that humanity faces to-day is not only that of typhoons, flooding and global warming in Europe, Asia, Africa or America. It goes further: Should one let industries and nature coexist? When at school children are taught different sorts of trees, birds and animals and different kinds of transport they must be instructed how to be on friendly terms with all aspects of life. The children should adopt a habit of being careful of cars and be careful for environment. And the children do feel themselves part of the nature. So must adults, especially those working in the marine sphere.

Depending on social status of interactants the global text can be subdivided into several subtexts: peculiarities of marine sphere, environmental protection, weather phenomena, nature care, school education, problems that humanity faces to-day.
In narrower specification discourse may trace modern shipping, usage of non toxic painting to save marine species, fuel consumption and energy saving on board.

Division of subtexts can be of versatile classification: narratives, descriptions, documents, claims, instructions, warnings, etc.

The most important in the textual activity is intersection of discourses (Khristeva, 2000) as it provides development of communication.

Dynamism and creativity of discourse with respect to reality offers versions to reality thereby imposing particular structures on it. (Baranov, 1998)

Main principle of class activities is implemented in sharing emotions, formulating causal understanding, reproducing memory. All these action assist to flexibly merge into social creativity.

Social creativity is connected with redistributing of activities in trainer-trainee relationship.

Trainer is modeled not as an active part of interaction, but as a conscious initiator of communicative process. Training is orchestrated as an integrity of global context: (Group + authentic material and a concrete ICS + t ext) in synergetic process of declarative knowledge representation and procedural knowledge functioning which leads to linguistic awareness.

3.3. Communication

It is a well known fact that communication is transferring signals from one person to another with the intention of bringing about understanding, a certain opinion or a certain response from the other.

Communication is exercised in 3 ways:
- Letters symbols and signals
- Verbal / statements , commands, requests, trains of thought, points of view, questions
- Non-verbal/behavior, facial expression, move, body language.

Communication has much to do with cultural differences. Different countries vary on dimensions that may influence communication. For ex, Norwegians are apt to individualism and people from Iran are known for their collectivism. Power distance matters much as well.

Communication is modeled as follows:
This rather complicated formation may be affected by such destructive elements as misunderstanding, anger, frustration, stress, noise distraction, expectations, cultural or social influence.

Overcoming distraction by proper usage of language means and discursive markers leads to creating a successful utterance which brings about understanding.

According to the theory of cognitive dissonance (Festinger, 1999) the system of knowledge is compiled of separate elements which are in contradicting relations to each other.

Speech production is a process driven by cognitive dissonance itself to liquidate these contradictions and create so natural for human beings intellectual coordination of phenomena assumptions, opinions. So, appearance of dissonance is followed by an intensive communication.

Passive opinion of a separate ICS when entering discourse is spontaneously modified to a conceptual structure of an informational flow getting into “here and now” process of intellectual integration.

Psychiatrists call intellectual activity of a person “activity of a soul” intended to perceive and realize one’s “I” (self). (Kursk, 1999)

Self is striving to understanding of perceived.

We may define understanding as blending of speech production and speech perception within the field of central cognitive process which cause assumption, emotional tinge, attracting attention and other emotional and intellectual signs leading to acquiring a new knowledge.

The process of blending is unconscious but easily stimulated by various modeling means, such as discursive markers/As a rule, on the contrary, in addition etc, discursive strategies and changes of communicative roles. Blending is specified by dynamism and wholeness of mind (Sukhikh 1998)
Availability of ideas and utterances and their realization in understanding should be provided as the state (Mamardashvili 1997) and the text of communicators. Only then is it possible to get linguistic awareness and find the way to linguistic competence which in turn develops the skill of knowledge management.

Ability to create a successful utterance within the frame of a given context and developing new contexts can be called discursive competence achieving which should be a paramount task of speech training.

Option number one in training should be discursive functions: attracting and distracting attention, cohesion, contradictions confirmation, using appropriate strategies for making decisions in organizing discursive spaces.

Having acquired communicative strategies the learners easily make way in natural dialogue as if “automatically” selecting speech producing means because discourse is apt to self-organization, self-modification and self management.

Due to its synergy the language as a modeling system is able to find its optimal state in any external changes and spontaneously turn into any static formation. (Vasilkova, 1999)

Management of discourse is performed by unity of such inner qualities as imagination, will, logic and emotional characteristics coordination of which belongs to inner speech.

Contemporary tuition concentrated on logical formation of utterance sets behind inner speech work. Achieving blending of speech processing and perception is possible by developing thinking abilities (inner speech exercises) of the learners. While constructing the text the producer creates a receiver friendly structure in two ways:

- Creatively/ from chaos to order/ as per the Universe structure
- Artificially / professionally expecting the planned structure

Training should proceed from planned construction accepting a mess for creating a good order. This is the way to achieving linguistic awareness which is a conscious motion of ideas, that is the way of thought to the source of its admission and reconstructing of this admission until it is shaped. The shape is a relation of various intellects.

Speech production undergoes 3 stages: semantic, para linguistic and associative referring to a certain verbal communication (Komissarov, 2000).

Certain text being a final product of text activity is nothing but combination and recombination of different data until it occurs as a decision made by means of inner modeling. The more awareness has inner modeling the better realization has a decision. (Aider, 2001)
Discursive competence is an ability to participate in a globally modeled dynamic process including logical, intellectual emotional and psychological aspects.
The way to discursive competence is paved by trainer and trainee while activating cognitive and communicative faculties of ICS in a socially determined discourse.

4. CONCLUSIONS

- Discourse is a special type of communication
- Discourse should be approached globally from the point of view of ICS (global context)
- Discourse should be viewed upon as a dynamic process of speech production, perception and comprehension
- Discourse modeling and training modeling should be a tandem procedure based on constructing and realization of cogniotypes of a certain domain
- Based on artificial intellect developing postulates Global Concretization training model provides naturalness for didactic discourse.
- Understanding of natural speech should be searched for while constructing a successful utterance which is achieved through linguistic awareness
- Discursive competence should be viewed and achieved as a two sides effort
- Inner speech and imagination should be taken into consideration while training
- Being well-organized on the one hand and bearing a spontaneous tinge on the other, training should focus on discourse modeling smoothly overcoming the boarder between didactic and natural communication.
- Anthropy of creativity will drive chaotic process of utterance organization to the order of speech production.
- Training functions should be option number one in attaining linguistic awareness.

Abbreviations
I – imagination
ICS – individual cognitive system (personality)
TA – text activity
SI – speech intention
W – Will
CD – cogniotypes of domain
IS – internal speech
CT – certain text

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