

**PEDAGOGICAL DISCOURSE RESOURCES AND INCENTIVES
IN THE MODERN UKRAINIAN SOCIETY**

In the article, the resources and stimuli of the pedagogical discourse in modern Ukrainian society are analyzed; its role in view of the implementation by the education system of the general purpose to attract people to the achievements of culture, knowledge system, the process of forming competences. According to the author's definition, education is, first of all, the process of disseminating scientific knowledge among those who are studying, their mastering a system of scientific concepts and spiritual values that reproduces the picture of nature, society and thinking. All of them are far from unambiguous, and therefore require interpretation, discourse.

The author notes, that modern theory of discourse in pedagogy is not only the accumulation and systematization of facts, which are distinguished as significant, that require attention and determine the perspective of research directions. Pedagogical discourse is a reflection of qualitatively other relationships between facts that do not leave the researcher with the opportunity to put forward ideas, hypotheses, propositions, etc.

The main resource of the pedagogical discourse is innovative pedagogical activity as a special kind of creative activity aimed at updating the education system. In the framework of the pedagogical discourse, at the same time, a scientific and an educational discourses function, therefore a scientific discourse should become a powerful resource of the pedagogical discourse. Thus, in the field of educational communication, the pedagogical discourse is an integrated entity that combines the components of scientific and educational discourse.

A characteristic feature of the present stage of the development of the pedagogical discourse is search for a new interdisciplinary multicultural dialogue. The pedagogical discourse is where interactions between a teacher and a student occur and where cognition is carried out. A discourse is a typical social event that involves the interaction of communication participants through verbal texts and

other sign complexes in a particular situation and in certain socio-cultural conditions of communication.

The resource core and the fundamental essential characteristic of the pedagogical discourse is intellectual interaction of the basic pair of communication participants - a teacher and a student, each of whom carries out his intellectual activity. Interaction is a type of direct or indirect, external or internal relations, relationships. The intellectual interaction of the teacher and the student in the pedagogical discourse involves the mutual mental influence of the subjects of the educational process on each other in their common activity and interpersonal relations that leads to a change in the intellectual state of one or both subjects.

It should be noted that the analysis of the main features of pedagogical discourse makes it possible to identify such peculiarities that are: a kind of social purpose (socialization of a member of society, expansion of his cognitive capacity in an organized educational process); the peculiarities of the psychological characteristics of the subjects of pedagogical communication, which are manifested in the motivation of the activity (for example, related to learning a language or mastering a language for the further development of personality); timing (the unity of time and place that characterize a particular organized activity); the values inherent in this type of communication as the basis for the formation of the student's worldview (respect for the word); genres of pedagogical communication (lesson, seminar, lecture, thematic evening, excursion, etc.); peculiar precedent texts (textbooks, proverbs, sayings, riddles of relevant subjects, training notes, language analysis schemes, etc.); peculiarities of application of pedagogical strategies

The pedagogical discourse in the structure of innovative processes in the education system is at the same time a unit of study, and a communicative model of verbal activity of the participants in the educational situation. This activity receives verbal performance as a system of ideas, values and interests. A discourse can be considered a perfect form of communication. Consequently, all resources

and incentives for the functioning of the pedagogical discourse available in the society should contribute to the development of the interaction of its main actors.