Philosophical and Pedagogical Discourse in the Postmodern Educational Space: Peculiarities of Distance Learning

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Abstract: The article presents a philosophical understanding and real interpretation of the existence and evolution of pedagogical (educational) discourse in the postmodern space. The results of scientific research are analyzed and the structural-semantic relationship of the concepts, terms and categories associated with the terminological field "discourse" is defined. The authors raise the problem of the postmodern significance of discourse in the period of the global transformation of the educational environment, caused by the pandemic COVID-19, which has put humanity before the fact of actualization of remote communication and receipt of educational services. The authors believe that distance learning should be provided with strong technical and technological support on the one hand and the use of this vector set of educational, pedagogical, learning and development technologies in the preparation of future specialists in the system of higher education on the other. The article deals with new approaches to the application of discourse-supporting technologies and methods. Thus, the emphasis is placed on the relevance of an open informational and educational environment of higher education institutions in the postmodern space where the role of discourse as a constructive tool of postmodernism is determined by the new interpretation, and the teacher becomes a generator of innovations in this context.

Keywords: *philosophical and pedagogical discourse; pedagogical discourse; higher education teacher; remote educational discourse; postmodern space.*

Introduction

Since ancient times, philosophy has defined its reflexive function by analyzing in general certain phases of human life (formation of personality traits, development of psycho-physiological essence, and awareness of one's destination and meaning in life). This emphasizes the importance of philosophy in the birth of new paradigms of the social existence of humanity, in particular - educational (socio-pedagogical) systems. Postmodernity gives us a sense in changes of different paradigms as educational and purely pedagogical, including training and education, as a methodological basis for a transdisciplinary approach in pedagogy. It is even more correct to say that they determine the unity of all the paradigms into one global - transdisciplinary paradigm. It is also important that the cultural revolution replaces the era of the written, book-based, bringing a new privileged culture - informational (computer-informational).

At the intersection of epochs, waves of change are inevitable and occur with each step of more and more unexpected waves. In the same way, postmodernism as an epoch gives birth to new resources and opens a certain space for new trends. This is what becomes the subject for the renewal of philosophical, scientific, ethical and political, pedagogical, and linguistic thought for the appropriate discourse.

Postmodern society makes its adjustments in all spheres of human activity and provides a new paradigm of knowledge with an innovative thesaurus (relevant semiotic vision of modernity, provided by certain methods of cognition of reality - commutation testing; paradigmatic and syntagmatic analysis). This leads to the emergence of the postmodern worldview (philosophy), which allows a new understanding of ontology, epistemology, ethics, aesthetics, hermeneutics and others, and the development of postmodern thought in this context.

After all, entering the postmodern era is a change of knowledge, change of knowledge about knowledge, change of knowledge about the acquisition of knowledge, and others. That is, knowledge is produced and will be produced to be transmitted, because it becomes the main productive force in the form and form of information product (commodity) (Lyotard, 1998). Therefore, the postmodern world society becomes a prototype of social reality, and hence the subject of discussion (discourses) of philosophical and social understanding of life values, education, and science, in this sense and the establishment of modern communications, including pedagogical, scientific, educational and more.

Postmodern society is identified by many researchers as the information society, network or knowledge society (knowledge economy),

which provokes the dynamic development of information and communication technologies, generates the emergence of computer users and the formation of the digital citizen. The scientific and educational space is entering the so-called information era, discussing in this sense posthumanism, the emergence of social movements, the development of postmodern art, postmodern architecture and religion, and so on. Postmodern research also covers the level of education, defining it as postmodern education.

That is, as researchers note: postmodernism is a cultural trend that arises from the critical perception of people's values formed throughout our history «postmodernism is a cultural trend that arises as a result of people's critical perception of the values formed throughout history» (Gygli, et al., 2019).

In this sense, there are key issues of adaptive management of socio-pedagogical systems in postmodernism, the emergence of adaptive processes in education, priorities of advanced education, the emergence of an innovative approach to distance educational services through online communication, software implementation in educational theory and practice, creation of ECO-environment of educational institutions and research institutions, project approach, etc. Student-centeredness is becoming one of the priorities of higher education.

We should also note that in higher education the quality of providing and receiving education depends, first of all, on qualitative changes in the applicant (student) as a person, who is already being formed today as a personality of a new generation, a new formation.

It should also be stated that during 2020 the world community faced several economic, social and humanitarian challenges in the context of natural and man-made emergencies, in particular the COVID-19 pandemic. This led to the educational stress caused by the extraordinary need for all categories of representatives of educational institutions to master the new technological possibilities of computerization and informatization, which would make it possible to conduct the educational process remotely. In this sense, we should note that, despite the existence in the Ukrainian educational space of various forms of distance learning (distance, correspondence, mixed) and some experience of teaching teams in its implementation, unfortunately, the technology of the educational process at the time of epidemiological force majeure was not yet sufficiently adapted to the mass application of remote forms of teaching activity. Participants in the educational process, as one of the most conservative and least protected spheres of human activity, were not ready for the realities that necessitate a

mass transition to distance learning. Of course, first of all, the educator (teacher – instructor, master, tutor) must know the rules and tactics of establishing communication interaction with the subjects of the educational process in any difficulties, including the establishment of remote communication. For example, communication during training, mastering the art which ensures the effectiveness and efficiency of solving professional tasks by future specialists, will allow applicants for education to demonstrate professional speech, and learn the norms of language behaviour. All this will ensure their future competitiveness in the labour market. It is this meaning that we can talk about new transdisciplinary tendencies in the postmodern process of future specialists' training. This sense, in our opinion, lies in the foundation of scientific justification of philosophical and pedagogical discourse in the conditions of the postmodern space of education. First and foremost, this also applies to the activities of teachers in a higher education institution. Such a discourse is relevant, problem-saturated, necessary and understandable for all participants of the communicative act because verbal communication is the linguistic organization of not only the university community but also of civil society.

In the context of the abovementioned it should also be mentioned that the information and educational environment of a higher education institution is a socio-communicative sphere of development of all its subjects. That is, educational programs for training specialists provide for teaching various disciplines at faculties; characterize the activity of scientific councils for the protection of graduate works of applicants for education; coordinate the issues of student scientific community to participate in scientific research; predict the advanced development of scientific and pedagogical potential of higher school and the like. Here it is important to understand and answer the question: what in this discourse is the priority exactly for the educator, who must change in the trend of today to prepare competent professionals for the future?

The relevance of discourse in the system of world education, including Ukrainian, is confirmed by the fact that the emergence of a large number of new professions in the world. For example, in this context, the Ministry of Education and Science of Ukraine has already presented a list of new professions, for which in the forecast there will be a demand already in the coming decades.

Logically, the question arises: who then is assigned the role of a teacher and educator, will prepare a competitive personality of an applicant for education for an independent life, including professional activities? What kind of teacher (teacher, teacher, master, educator) with a divergent mindset,

capable of innovation, transdisciplinary worldview, and understanding of the problems of postmodernity, who will implement the state policy for the formation and development of the nation's human potential (intellectual and labour capital), should be? We believe that now is the time of philosophical and pedagogical discourse for teachers themselves (teachers, teachers, masters, educators), ready to answer the challenges of time - transformational changes in education, the emergence of innovations in the production sphere, and therefore in the market of educational services.

Perhaps the natural response to the challenges of time postmodernism is the technologization of the educational process, which was formed as a direction based on the integration of information and communication and pedagogical technologies (Yakovlev, 2001). In our opinion, nowadays it becomes one of the main conditions for improving the quality of the educational system. However, technologization is launched in the educational process, first of all, the teacher. First of all, educators introduce appropriate pedagogical technologies that are a priori aimed at obtaining learning outcomes, including those in remote mode.

Indeed, as the experience of educational activities of the authors of our research showed, the use of information and communication technologies alone does not lead to a significant increase in the effectiveness of the educational process. On this basis, there is a need to study the theoretical and practical aspects of distance learning, which will lead to the development of effective learning technologies, which, in turn, will ensure the quality of distance learning directly, and the entire educational process in educational institutions - in general. You should also pay attention to the fact that in scientific terms continues to search for the most effective approaches to distance learning. This can be individual work, work in small groups, or seminars/conferences online for a sufficiently large (several hundred) numbers of participants. The question of the optimal role of the trainer remains open: teacher, tutor, consultant (different roles imply different approaches to interaction with the information and educational environment of the educational institution in the system "educator (lifelong learning) ↔ subject of learning (education seeker)"). Thus, the relevance of our study is due to the need for philosophical and pedagogical discourse to improve the effectiveness and efficiency of the system of remote interaction between the teacher and the learner.

In addition, based on the study of existing information technologies of remote learning, we can say that they are extremely diverse. Naturally, the process of learning in electronic form through the Internet or Intranet is defined by the name "E-learning". It can take place using learning

management systems, which can be simple static HTML pages as well as complex learning management systems (LMS) and learning content management systems (LCMS). The list of such systems consists of hundreds of software products from various software developers. The best known include IBM Lotus Workplace Collaborative Learning, Oracle Learning Management, WebTutor, Prometheus, Naumen Learning, Learn eXact, Moodle, eFront, iSpring Learn, Mirapolis LMS, ShareKnowledge and many others. Google Classroom application, WEB 2.0 applications, countless authors' developments, testing systems, and various means of voice and visual interaction such as Microsoft Teams, Zoom, Jitsi Meet, BigBlueButton, Skype, Facebook Messenger, Telegram, Viber and many others are used in the remote learning process. Email services, forums, bulletin boards, calendar functionality, etc. are actively used to provide asynchronous learning communication.

This variety of tools is characterized by differences in their ease of use, features of management of learning content, quality indicators of user competencies, ways to ensure communication between subjects of training, and the possibility of keeping statistics and creating appropriate reports. In this context, the cost of the desired software products, as well as the licensing policy of the developers also plays a role.

Thus, simplifying and summarizing the issues of using the above-mentioned technical and technological means, we can state that their purpose is to provide philosophical and pedagogical discourse produced by a teaching subject (teacher, tutor, facilitator, coach, etc.) and learners (students, undergraduates, graduate students, etc.). At the same time, the trainee is given the role of both an object and a subject of learning in different situations.

Therefore, in the context of the statement above in the vector of the stated research problem, it is necessary to understand how to provide appropriate psychological and pedagogical conditions for the preparation of future specialists of higher education, as well as to present certain characteristics in the vector of philosophical and pedagogical discourse in the postmodern space of the educational institution.

Thus, the relevance of the research of the phenomenon of philosophical and pedagogical discourse is of paramount importance in the fact that today postmodernism is becoming one of the powerful and bright spiritually enriching stages of the modern era. Postmodernism is the centre of intellectual and emotional perception of reality - the realities of the information society.

The purpose of the works is to clarify the semantics of the term field "philosophical and pedagogical discourse" ↔ "pedagogical discourse" ↔ "discourse" in the conditions of the postmodern space of institution of higher education. The main objective established – the implementation of pedagogical reflection in the vector of the author's vision of the problem of postmodernity for the professional activity of the teacher during the remote learning.

Theoretical Preconditions. Research of the problem in science

In the postmodern world scientific space there is a sufficient number of researches of various discourses: conversational discourse analysis (Gumpertz, 1982); politeness strategies and tactics, etc., discourse as interactive education, its dialogical nature; comparing the structure of discourse with the structure of sentences, discourse as "grammatical" sentences (Stubbs, 1983); definition of the term "discourse" (Dijk, 1997; 2013; Schiffrin, Tannen & Hamilton, 2001); combining different types of discourse with other content, discourse and mental illness (Gee, 1999; Gillett & Harre, 2013); discourse on the formation of a new paradigm - cognitive-communicative, its components and units (Bezuglaya, 2005); didactic side of pedagogical discourse as a result of all processes of information exchange between teacher and students in the educational situation (Cuc, 2013); intertextuality and genre specificity of discourse (discursive school of social semiotics), "soft" and "hard" varieties of discourse; social discourse with an interest in personality problems, a model of three dimensions of discourse: verbal. visual and verbal-visual (Wodak & Meyer, 2016); critique of the Eurocentric nature of postmodernism (Yin, 2018); philosophical, scientific, literary, artistic and religious discursiveness (Stanciu & David, 2022).

A special position is occupied by postmodernism in educational research (Campbell, 2018). Scholars describe the critical theory and the theory of postmodernism, proposing them as a hybrid theory with its practice of uncertainty (Stinson & Bullock, 2012).

Postmodernism in the educational context has some significance for the analysis of educational systems, critical thinking about education as a way of seeing social practice (Usher & Edwards, 1994); certain aspects of pedagogical discourse, taking into account each educational situation (Jarvis & Robinson, 1997). Thus, in science, there are many types of discourse as an act of communication, and context: scientific discourse as a presentation of reality, literature as a discourse, and the focus on useful expediency (Stanciu & David, 2022).

Relying on the results of the structural-semantic analysis of terminology in the ontology of existing categories and concepts, we note that the essence of the definitions "discourse", "educational discourse", "educational discourse", "philosophical and pedagogical discourse" are revealed in their studies by such scientists as:

− V. Andrievskaya, who considers changes in the educational environment in the information society and determines the psychological features of pedagogical discourse, as well as offers recommendations for teachers on their self-development in the context of complicating his role positions (Andrievskaya, 2018);

− V. Andrushchenko and I. Siladia, argue that the real democratization of education is based only on a discursive basis, where each of the subjects of the educational process has the opportunity to express their own opinion, defend it in permanent discussions, paying special attention to the study of pedagogical discourse, its linguistic aspect in the subject-subject interaction of discourse participants (Andrushchenko & Siladia, 2018);

− A. Gabidullina, who emphasizes the uniqueness of the categorical structure and genre design of educational and pedagogical discourse, explores its essential features such as anthropocentrism, strategic, interdiscursive, integrative, informative, interpretive, and categories of paraphrasing, polysemy, hypersensitivity, coherence and analyzes speech genres (Gabidullina, 2009);

− B. Golovanov, who considers discourse one of the key categories of postmodernism and argues that this category in the structure of postmodernism replaces the concept of "ideology" and claims the role of a constructive principle of postmodern philosophy (Golovanov, 2011);

− T. A. van Dijk , one of the representatives of critical discourse analysis, cites certain characteristics of the discursive nature of their relationships in society, their representation in texts and discourses of various kinds (Dijk, 1993; 2013);

− V. Karasik notes that discourse, which is perceived as a text, allows a large number of dimensions, and from the standpoint of pragmalinguistics, it reveals the interactive activities of its participants, establishes and maintains contacts between them, provides information and emotional exchange, etc. (Karasik, 1999; 2000);

− L. Koltok carries out theoretical generalization and new solutions of scientific problems - teaching students pedagogical discourse as an innovative approach to the educational process of higher education, which is

to determine the theoretical foundations and practical foundations of its professional and pedagogical direction, develop and implement in the educational practice of the pedagogical system the basis for the formation of students' readiness for future professional activity; analyze the conditions and approaches to the study of discourse in higher education, focus on key categories of pedagogical discourse that affect students' motivation to learn and their effectiveness (Koltok, 2009, 2012);

− T. Kosmeda, who traces the focus of linguistic research on the discourse-paradigm paradigm and actualizes the problem of describing refined discourses of professional orientation, including pedagogical (Kosmeda, 2010);

− M. Kukhta, reveals the essence of pedagogical discourse as an interdisciplinary concept and identifies ways to implement it through communicative strategies, in particular: explanatory, evaluative, control, organizational and facilitation strategies, and emphasizes the correlation between verbal means of pedagogical discourse and establishment of a favourable psychological climate of educational communication and the formation of positive motivation for learning (Kukhta, 2016);

− T. Melnik, who outlines the theoretical foundations of educational and pedagogical discourse as a socio-cultural phenomenon, determines the features of its implementation in university education and considers the unit of educational and pedagogical discourse communicative event - a set of speech actions of the addressee and the addressee, considers that discourse is a typical social event, which consists of the interaction of participants in communication through verbal texts and other sign complexes in a certain situation and certain socio-cultural conditions of communication (Melnik, 2013);

− L. Fedorova and Yu. Yanko, argues that the reproduction of the pragmatic potential of the original plays an important role in the translation of modern philosophical discourse, as well as tries to clarify its essence and linguistic features (Fedorova & Yanko, 2012);

− J. Taratukhina, who examines the key features of the discourse on e-learning resources from different cultures (Taratukhina, 2012);

− R. Stanciu and A.-E. David talk about the sphere of discursiveness, which they consider heterogeneous, prone to metamorphoses, which indicates different correspondences between the axis of being and the axis of being (Stanciu & David, 2022), etc.

It is also established that etymologically the concept of "discourse" has two components – "dis" (in different directions) and "scorer" (run), that

is literally – multidirectional movement (different variants of pronunciation, different interpretations of meanings). Also, we emphasize that in scientific practice there are many approaches to the interpretation of this concept. Let us present the most, in our opinion, concise directions: psychological features of pedagogical discourse (Andrievskaya, 2018); interpretation of the definition of "discourse", connection with innovative activity (Andrushchenko & Siladia, 2018); pedagogical discourse as a method of intensification of the educational process (Koltok, 2017); pedagogical discourse and educational models of learning and educational process (Volskaya, 2017; Makarova, 2008); theoretical foundations of educational and pedagogical discourse as a socio-cultural phenomenon (Melnik, 2013); teaching reflection on pedagogical discourse (Robotova, 2008; 2018); pedagogical discourse as design strategy (Sokolova, 2009), etc.

It should be noted that the introduction of innovations based on information technology in the discursive practice of postmodernism attracts the attention of many researchers around the world, in particular:

− T. Mukhamed developed a postmodern model of education (Mukhamed, 2015);

− S. Malakhova, I. Palastina, and T. Bokova pay considerable attention to the study of innovation as the basis of information and communication technologies (Malakhova & Palastina, 2008) and promote the philosophical ideas of postmodernism, considering their impact on the functioning of education systems (Malakhova & Bokova, 2020);

− T. Zaporozhchenko, O. Matviienko, M. Chepelevska, N. Nedosiekova, I. Artemieva and T. Petukhova are convinced that the means of professional education of postmodernism are established by the competence approach (Zaporozhchenko, et al, 2022).

− G. Nadoleanu, A. Stăiculescu and E. Bran point out that the new circumstances of the postmodern world offer reasonable ethical answers to several questions in the context of digitalization and argue that technology must be culturally assimilated as a continuation of human activity and have a spiritual dimension – humanization of human relationships and to reveal the possibilities of society from the personal to the highest level (Nadoleanu, Stăiculescu, & Bran, 2022);

− O. Haidamaka, Y. Kolisnyk-Humeniuk, L. Storizhko, T. Marchenko, I. Poluboiaryna and N. Bilova offer the results of theoretical analysis of the essence of innovation in educational activities based on the experience of postmodern education, emphasize the role of professional competence of teachers in the application of innovative methods of

organizing the educational process, combine the essential features of postmodern trends in world education and pedagogical practice (Haidamaka, et al., 2022), etc.

Argument of the theory. Description of the approach.

The postmodern era indicates the birth of a new era, but does not break with the previous one, but, based on it, builds new values. The content of our study is based on European and world experience in building an information society. The mission of the teacher in pedagogical discourses is to help the student as a person to find his niche in the fragile and unpredictable development of modern human civilization. To postmodernist tendencies, human cognitive and transformational activity is open communication. This emphasizes the relevance of postmodern education through distance learning, which is that it is the development of skills to adapt the application to future professional activities; student centeredness learning, skills for integration into the society of the future; information and digital literacy of society.

The main motive of postmodernism is a combination of existing developments, views, opinions, and human relations (Savelchuk, et al., 2021). The tandem "postmodernism and pedagogy" is consonant with the information society today, because. The virtual environment has become a place of education in recent years.

The roots of postmodernism come from an atmosphere of uncertainty, scepticism and pluralism (Bekh, et al., 2020). Postmodern pluralism allows us to analyze the contextuality of education, innovative technologies, and changing vectors of development in modern society, without claiming the methodological foundations of pedagogy. By the way, the incompleteness in defining the specific concept of "postmodernism" makes it the subject of discussions and studies. Structural changes in society have affected the postmodernist paradigm of education, introducing a pluralism of ideas, a cult of ambiguities, a code of culture, a revision of past truths and etc. Postmodern man is forced to adapt to conditions and changing situations. This should be prepared by the teacher and the applicant in the process of discourse in their disciplines - now online. Here we must be attentive and philosophically literate: putting the student at the forefront of the educational process, we underestimate both the role of the teacher and disciplines. Using the context of gaming activities, we do not accustom to the tension of thought, and independence of judgment. The philosophical and pedagogical discourse of the subjects of the educational process - the teacher and the applicant for higher education - preserves in

the communicative act the logic of thinking and educational technologies, without which education is impossible. Almost modernism is statics, and postmodernism in education is the interactivity of its participants in the changing world of knowledge. Education will never catch up with itself because of the speed of its changes. That is why any discourse will always be relevant and in demand, and the world will be seen as a verbal or non-verbal text that needs to be interpreted and adapted.

The educational process, organized in the information environment, is a variety of forms of information presentation and ways of communication. Since today's educational space is becoming multicultural, the issue of research in the field of cross-cultural multimedia didactics and its discursive component is the most acute.

In particular, of great interest will be methods and techniques of interactive didactic support of students in virtual multicultural learning environments, taking into account socio-cultural discursive and motivational specificity. Also of no small importance is the consideration of socio-cultural and pragmatic aspects in designing the structure, content and interface of electronic teaching aids and learning environments that imply a set of pedagogical influence means (specificity of motivation, peculiarities of material presentation, processing, control, feedback).

Indeed, today we can safely say that in the communicative environment of the Internet there is a peculiar transformation of language and linguistic personality in general, which is largely due to the predominant absence of verbal parameters of communication. These features also apply to the specifics of philosophical and pedagogical discourse on the Internet. Remote pedagogical discourse is characterized by distance and indirectness, which, on the one hand, facilitates the communication process and, on the other hand, makes it more complicated. The language serving communication on the Internet is subjected to transformation in a variety of aspects: at the level of vocabulary, rules of construction of statements and a coherent text, genre and stylistic norms, the ratio of oral and written speech, communicative strategies and tactics (Muzafarova & Golovanov, 2005).

In our opinion, the emergence of the transdisciplinary paradigm of education is obvious. It is actualized by the course of postmodernist processes, the occurrence of a new vision of discourse as such and distant pedagogical discourse as a necessary and timely phenomenon of our time.

Thus, the authors believe that one of the most important and effective methodologies of philosophical and pedagogical discourse in the postmodern space of education is the transdisciplinary approach. A transdisciplinary approach is a methodology that excites cognitive processes,

searches for solutions across disciplines, and involves involve together with scientific knowledge and life experience of generations, – that is what is necessary to arm a postmodern teacher. In our opinion, nowadays the teacher of higher education should be endowed with qualities that reflect his transdisciplinary competence, critical thinking, socio-psychological loyalty, civic engagement, etc.

Perhaps this is the synergetic effect of transdisciplinarity, which provokes a new vision of philosophical and pedagogical discourse in the conditions of remote communication in the system "educator ↔ educational candidate". Let us note that ontological and adaptive approaches are displayed as important components of transdisciplinary methodology in our study. Namely, the ontological approach makes it possible to study structural-semantic and logical notions and categories according to the stated topic of our article. In turn, the adaptive approach allows a systematic and flexible transition to the understanding and application of philosophical and pedagogical discourse in the present postmodern space.

From the position of the organization of research and experimental checks, the obtained intermediate and main results, the diagnostic approach is also appropriate. In this aspect, for example, the survey of teachers to find out the level of their readiness to change in themselves and in applicants for education (students) allowed to obtain analytical data - the results based on the answers to some questions of the questionnaire "The figure of the teacher of the institution of higher education of the 21st century".

Thus, to the question "Do you refer yourself to the new generation of teachers, capable of transforming a new educational and worldview paradigm of national-state creation, education of the self-value of the student personality?" – 82% of teachers answered, "yes" (including 86 supervisors). While to the question "Are you ready, following the humanistic paradigm of education, to concentrate the educational process, not on the academic discipline, but the student's personality, professional development and personal growth?" - Seventy-six per cent of the faculty responded "yes" (including 78 supervisors). In addition, to the question "Do you, as a teacher, meet the requirements of the educational system at the stage of its innovative development?" – 77% of teachers answered "yes" (including 83 mentors).

Following we can state that the teachers who answered "yes" are certainly ready for a constructive dialogue with each student, both during the direct educational process and in the usual, not related to the educational institution's everyday life. All that remains is to choose the practical implementation of the philosophical-pedagogical discourse as a project of

teaching and educating monologic and dialogic speech. For this purpose, it will be expedient to apply the whole powerful arsenal of pedagogical skills and professional competence.

For example, the most successful in the qualitative organization of teaching today are interactive technologies/methods. Namely, appropriate in the discourse process is the use of case methods, coaching technologies of training and education, innovative group work in basic and related groups; didactic and role-based learning games, modelling situations, the method "on the contrary" – the use of learning quasi-professional facts of activity, academic educational projects; interactive methods – "Brainstorming", "PPS-formula", "Open microphone", etc, team-building techniques; communicative, team training, ICT-technologies; presentations of creative tasks ("portfolio", "tree of life"), "Synectics" method (empathic context), etc.

Based on the ontological approach, our analysis of information and reference sources and works of researchers allowed us to interpret the content of the definitions of "philosophical and pedagogical discourse" through the so-called generic words (Table 1).

Table 1. Some aspects of the evolution of the concept of "discourse" in the interpretation of contemporaries of the early 21st century

Summary of the concept	Author source, year
Discourse as speech communication and activity, symbolic practice in general	Foucault, 1966
Discourse is the written or spoken verbal product of communicative action	Dijk T. A. van, 2008-2013
"Discourse" is the broadest possible term that includes all forms of language use	Kibrick, 2009
Pedagogical discourse in the study of the discipline provides on the part of the teacher has a threefold purpose: educational, developmental and educational	Litvinenko, 2010
Pedagogical discourse, being a variety of discourse in general, has the goal of the formation of the cultural and pedagogical concept in the mind of the addressee, which includes diverse signs of figurative, conceptual, evaluative, instrumental nature	Suvorova, 2012
Discourse – a coherent text in combination with extra-linguistic factors	Fedorova & Yanko, 2012

Pedagogical discourse as a means of forming positive motivation for learning activities	Kuhta, 2016
Pedagogical discourse is one of the means of intensification of the educational process in the theory and methodology of higher education, an educational process taking into account innovative technologies, affecting the mental activity of the student and encouraging students to future independent activity	Koltok, 2009, 2012
Pedagogical discourse is the objectively existing dynamic system of value and meaning communication of the subjects of the educational process, which functions in the educational environment, consisting of the participants of the discourse, pedagogical goals, values and content	Siladia, 2017
Discourse is any utterance, conversation, or discussion, the features of which characterize the speaker	Lisoviy, 2007
Discourse is a speech, words, conversation (on a topic) and in a broad sense a complex unity of language practice and supramental factors	Wikipedia

However, the main feature of remote pedagogical discourse is its intended purpose – the development of certain personal qualities (knowledge, abilities, skills, and on their basis – competencies) in students in a remote mode. Based on the analytical data, in our opinion, the concept of discourse, including pedagogical discourse, is not something new. There are dozens of monographs and hundreds of scientific studies devoted to the problem of discourse. The concept of "discourse" is understood below as the unity of two entities – the process of linguistic communication and the resulting object, i.e., the text. Because of this duality, discourse can be studied both as a process unfolding in time and as a structural object.

Our point of view is based on the fact that just the main feature of distant education discourse is the need to combine two main types of discourse, which are usually opposed to each other. Namely, they are oral and written dispenses. The difference between these kinds of discourses is determined by the different ways of transmitting and perceiving information.

First, in oral discourse, generation and comprehension are synchronized, whereas in written discourse they are not. Writing speed is more than 10 times slower than speaking speed, and reading speed is slightly faster than speaking speed. As a result, in oral discourse there is a phenomenon of fragmentation: speech is generated by jerks, quanta – the so-called intonation units, which are separated from each other by pauses,

have a relatively complete intonation contour and usually coincide with simple predicates, or clauses (clause). In written discourse, however, predicates are integrated into complex sentences and other syntactic constructions and associations. The second fundamental difference, related to the difference in the channel of information transmission, is the presence of contact between the speaker and the addressee in time and space: in written discourse, there is normally no such contact (that is why people resort to writing when they do not want to lose in oral discourse) (Prokoshenkova & Getskina, 2006).

Consideration of the discourse as a holistic, closed communicative situation containing the text and other components determines the understanding of the distant pedagogical discourse text as a result of synchronization of cognitive actions of communicators, continuously interacting with their educational and methodological activities, which is formalized in cognitive and communicative strategies and dynamizes the text system, including it in the space of semiosis (Gabidullina, 2009).

Examples of new forms of presenting the subject of pedagogical discourse within the framework of interpersonal communication through the Internet are communication through e-mail, social networks, blogs, specialized forums and other Internet services. A special place is occupied by such forms of communication between a teacher and students as Internet sites which are created and maintained by various subjects of pedagogical discourse (Muzafarova & Golovanov, 2005).

In fact, what is happening is not just the transmission of familiar messages through means of communication, but the information being transmitted is transformed into a media message used by communicators to exchange information on various levels.

By definition, back in the mid-1970s U. Eco proposed that a media message should be understood as "a set of signifiers constructed based on one or more codes to convey certain meanings, and interpretable and interpretable based on the same or other codes" (Eco, 1972). The scientist defined code as a system of communicative conventions that paradigmatically connect elements, a series of signs with a set of semantic blocks (or meanings), and establish the structure of both systems: each is governed by rules of combinatorics that determine the order in which the elements (signs and semantic blocks) are syntagmatically aligned. By code we mean, for example, verbal language (English, Italian, Romanian, Russian or German); visual systems (Eco, 1972). In our opinion, U. Eco's research has not lost its relevance in the conditions of the postmodern space.

Undoubtedly, every statement of the interlocutor, regardless of

whether it is heard in a conversation or recorded in writing, expresses a certain awareness of the speaking subject of reality, encoded with the help of signs (Novokhatska, 2013). When communicants interact remotely, the explicit components of discourse become more significant, given the specifics of the learning process in formal education (first of all, the need to make value judgments by the teacher about the level of knowledge of the learner).

In other words, in distance learning, more significant are sign constructions, for which the designat is unambiguously interpretable within a given discourse and which is comparable to the objects of extra-linguistic reality in the process of communication. That is, according to C. Morris's definition, the sign has a denotative - there is a situation where the object of reference exists (Stepanov, 1998, 2001). Thus, there is a certain hybridization of written and oral discourses.

Note that, for A. Gabidullina, remote pedagogical discourse belongs to the semiosphere of culture, in the sphere of organized learning and is subject to the laws of discursive practice (laws, principles, rules of text creation) adopted in a particular society. An important category of remote pedagogical discourse, in our opinion, is interdiscursiveness (characteristic for discourse the presence of interconnections of different texts within a closed educational and pedagogical communicative situation) (Gabidullina, 2009).

For example, philosophical colouring gives discourse verbalized communicative situations, by which the features of the character of the speaker and his vision of the problem are manifested. These components of communicative interaction form the semantics of statements, their communicative organization, compositional structure and communicative-functional perspective aimed at the result.

Besides, the teacher should change the view itself of professional training of the future specialist: to help the future specialist in the self to grow through scientific knowledge, to teach to learn throughout life, to form the ability to change and adapt to them through communicative processes. The latter requires new approaches to the organization of philosophical and pedagogical discourse in higher education institutions, the components of which are culture and science, innovation, the synergy of thought, intercultural and transdisciplinary communication, pedagogical skill of the teacher, charisma and the like.

At the same time, it is necessary to remember also that in any discourse the teacher acts from the point of view of sociolinguistics as a person with his rich linguistic world and as a representative of a social

institution (Karasik, 2000). That is why the 21st century higher school requires not only a teacher-scientist but also a teacher capable of presenting information creatively through communicative practices-strategies: emotional explanation, facilitation, attitudes, beliefs, advice; value-oriented focus on forming a future professional-student-new person capable of adaptation to transformational changes in the mode of providing information-interpreting remote learning strategy.

Also, we would like to note that the process of organized educational discourse all the same should be dominated by mechanisms of motivation and stimulation of subjects of distant communication. We are talking about the teacher's professional application of speech templates through subject-subject interaction, contributing to the formation of elite speech of a higher school teacher in the format of using standard discursive words. The teacher, according to scientists (Kosmeda, 2010), within this discourse should possess the semantics of discursive words, intonation semantics, which generates multiple meanings, and most importantly - the ability to convey the finest modal shades.

Theoretical and methodological context. Results of approbation and implementation

Thus, if discourse technologies are skillfully applied, a teacher can comprehensively reflect new transdisciplinary tendencies of the educational process in the postmodern space of higher education. It is also important that nowadays educators can use the whole arsenal of pedagogical genres: expository monologue, educational-pedagogical dialogue; evaluation statements, generalizations, introductions, greetings, instructions, comments, remarks, praises, etc. in remote communication with higher education applicants. Using different speech genres, the teacher explains, explains, informs, proves, comments, interrogates, generalizes, instructs, etc. But most importantly, the teacher stimulates students to knowledge, activates their cognitive processes of thinking, and stimulates cognitive motives. According to the results of the analysis of the situation in the postmodern globalized space of education, the features of philosophical and pedagogical discourse, in our opinion, are briefly presented in Table 2.

Table 2. Discourse Features and Philosophical and Pedagogical Discourse in the Educational Space of the Higher Education Institution

Indicators	Discourse (Marchenko, 2012)	Philosophical and Pedagogical Discourse
The purpose	obtaining new knowledge socialization of future specialists	implementation of the state policy of forming the human potential of the nation; to help the student to grow into himself through scientific knowledge, to teach him to learn throughout his life, to form the ability to change and adapt to change through communicative processes
Participants	researcher, teacher, pupil, teacher, student	Teacher-teacher, teacher-student; the certainty of status and roles, the possibility of transferring role functions to other
Values	truth, knowledge, research, cumulative societal moral and ethical values	Man as the highest value
Genre of discourse	article, thesis, dissertation, monograph, lesson, lecture, seminar, examination, conversation	discussion, thematic dialogue, conversations, round table, case, event, problem situation, role play, quasi-professional activity
The role of the educator	the carrier of knowledge, the manager of the educational process communicative-pragmatic role	knowledge carrier, manager of speech strategies during communication, speech culture, role model, the mediator between the educational space of the institution and the external educational environment; leader of the pedagogical discourse: the teacher explains, informs, proves, comments, interrogates, generalizes, instructs, but most importantly, encourages, activates the thinking process that unfolds before the students
Participant Language	Language staples, scholarly clichés to scholarly research in the defense of knowledge, thesis project, and the similar.	Speech activities of prominent teacher-scientists: insertive constructions, verb forms, possession of discursive word semantics and intonational semantics; communicative practices-strategies: emotional explanation, facilitation, attitudes, persuasion, advice

It should be noted that at the higher school, in particular at the Institute of Industrial and Business Technologies of the Ukrainian State University of Science and Technology (Engineering Pedagogics Department), an example of the application of a transdisciplinary approach can be considered the implementation of diploma works (projects) by future masters of professional education, and in Taras Shevchenko National University (Department of Contemporary History of Ukraine, Faculty of History) – by future masters of history. This is characterized by the fact that the subjects of master's works are always, on the one hand, connected with new approaches, methods and forms of educational process in the establishment of higher education and, on the other hand, with a study of the professional direction of disciplines (industrial sphere, in particular – metallurgical industry and others). In this connection, theoretical foundations of research require (from прибрати) a master's student to masterful transition from one space of disciplinary knowledge to another, the combination of knowledge close to the profession around the main categories of research, the life experience of surrounding professionals and establishment of relationships with objects of industrial, including pedagogical practice.

Also, the knowledge of at least three or more professional disciplines (pedagogy of higher education, pedagogical technologies in higher education, metallurgical disciplines, historical disciplines, methods of teaching and control/evaluation, disciplines on labour and environmental protection, mathematics of higher education, mathematical modelling, etc.), analysis of scientific and pedagogical sources, clarification of concepts, theoretical substantiation of certain conditions, indicate that the master trainee has a certain level of formed transdis. Here is the important point that the supervisor of master's student research should diagnose the apparent level of critical thinking of a master's student, and his/her subject integration. It promotes adaptive orientation of the future professional to the problem study.

So, writing a professional paper is a methodically and competently built pedagogical discourse of a supervisor and a master, a step-by-step design of goals aimed at the final result, taking into account the transdisciplinary approach.

However, realizing that in the context of the pandemic on the global scale to discussing the transdisciplinary approach to the educational activities of the teacher of the institution of higher education sometimes becomes difficult. But the inevitability of transdisciplinary knowledge and the development of scientific thought in this direction is now on the agenda

(Rostoka & Cherevychnyi, 2018; Cherevychnyi & Rostoka, 2020; Rostoka, et al., 2021).

Note that it is also alarming today that Google is calling for certificates on online platforms after taking certain short courses that entitle them to employment with the new skills learned. Higher education is becoming a secondary factor in young people's lives. Employers are waiting for such specialists. This is a challenge for the higher education system. We need to change the educational programs and disciplines on a transdisciplinary level. Not just be prepared, but (already прибрати) now offer students elective courses, interesting elective disciplines, and author's courses.

We believe that the source of such shifts should be the innovative activity of the teacher, who, together with like-minded people, will organize his/her professional activity in the framework of transdisciplinary concepts.

In Ukraine some such scientists move in this direction, hold forums, and share innovations, thus creating conditions for a systemic vision of the problem and scientific justification of the possibility of designing new transdisciplinary discourses in the educational environment of the institution of higher education. Today there is still a fragmentation of such discourses in the conditions of higher education. The reason for this lies in the communicative competence of the teacher-scientist, or the young novice teacher, who, for example, can lay out technical disciplines in a dry, accurate, balanced way. And today you need the skills of a teacher-educator, the ability to create indirect communication and the like. Today the transdisciplinary paradigm of education is developing dynamically, which makes it possible to apply various forms of education, establish international relations, directing the actions of educators to the advancement of the knowledge society in general. and education - directly for the formation of a new generation of people, a new generation of personality (Rostoka & Rostoka, 2020).

Today we are in a situation of humanity, a situation of European quarantine, and we are geographically in the centre of Europe. The 21st century has also created a global epidemic of stress. But already today we can see changes in education, which are informational: the legitimization of individual educational trajectories; transparency of the educational process (training and evaluation), including the beginning of online broadcasting of defences; students use the space of HEE as a resource for self-development in professional and business activities; "Global classes", teaching based on reality simulations and cognitive technologies. We see examples of new, transdisciplinary forms of institutional discourses.

The development of information and telecommunication technologies has made it possible to apply them for the more expressive presentation of lecture material as well as for the transition to electronic lectures. In the first case, a lecturer only supplements the lecture material with a computer presentation or a video clip to illustrate digital, graphic or visual material with models of events, phenomena and processes. Electronic lectures provide for the dissemination of learning materials in computer networks; the lecture text in such a case may be not only traditional but also a collection of articles or fragments from them, as well as learning materials that prepare students for future discussions in lectures (Kemenov, 2009). Such lectures, of course, become especially relevant in distance education.

Examples of new forms of presenting the subject of pedagogical discourse within the framework of interpersonal communication via the Internet are communicating via e-mail, social networks, blogs, specialized forums and other Internet services. Such a form of communication between a teacher and learners (students) as Internet sites which are created and maintained by various subjects of pedagogical discourse occupies a special place. In order to form the learner's skills and abilities, it is possible to use electronic practicum. The electronic practicum is a learning environment that forms the conditions for mastering a training course:

– regulates the process of acquiring knowledge on the subject (demo lectures) (Prokoshenkova & Getskina, 2006);

– develops skills in solving control tasks (step-by-step solution process with graphic and textual comments) (Novokhatska, 2013);

– organizes the order of performance of individual coursework (initial data of individual variants in text form or as files, samples of design of tasks, step-by-step course of each task) (Siladia, 2017).

Let us note that in the space of Web pages communicative failures can be caused by a discrepancy between the practical goals of the author and the addressee of information, the difference in the volume and content of their vocabulary, the mismatch of conceptual elements of the language picture of the world. These discrepancies make it difficult to structure the referential situation in the process of understanding and verbalization. The process of the linguistic design of Web pages characterizes the cognitive models of standard situations of thematic-oriented knowledge representation. The selection and organization of blocks of information should be carried out by taking into account the needs of the addressee, his social status, goals, attitudes and other aspects of his intensional state (Eco, 1972), deep understanding, improving the interaction between the learner and the learner, the development of new techniques, etc.

Conclusion

We are convinced that postmodern philosophical and pedagogical discourse in the conditions of postmodernism:

− has a place in the formation of the next generation of critical thinking;

− actualization of analytical approaches (content-analysis, event-analysis, quasi metric modelling, etc.) exactly in scientific research works of students;

− has active training of students, especially undergraduates, to understand educational strategies, integrated presentation of arising problems, creative perception and the ability to find operational solutions based on originality and initiative, for example, through student self-government, participation in Hackathon and the like;

− has leadership and social influence in the task of a teacher attuned to the innovative rhythm of philosophical and pedagogical discourse; the term "philosophical and pedagogical discourse" itself points to a discourse constructed according to certain rules;

− the participants of the discourse, proving their point of view, justifying it, influence the participants of the discussion through language, knowledge, education, teaching by the disciplinary canons and using the situations of life experience.

Thus, the philosophical and pedagogical discourse in the postmodern educational space in the context of distance learning will show higher education students the path to knowledge, and will help them master the transdisciplinary methodology of knowledge retrieval.

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