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### **Culture of Argumentative Discourse Formation as an Inevitable Element of Professional Development of Journalists**

Modern period of educational development is characterized by various attempts in higher quality and effective result provision. Having acquired the modernized educational paradigm, our academic community placed the personality development through language and culture under the focus of primary research. The competency-based concept claims for professionally ready specialists who are capable to solve practical problems. In this sense, and under the circumstances of current development of Kazakhstani society, it is inevitable to form the ability to conduct argumentative discourse as the crucial element of intercultural communicative competence. This article particularly states the necessity of culture of argumentative discourse formation presents theoretical background of its organization and aims at identifying important argumentative skills within educational process.

**Key words:** argumentative discourse, culture, teaching process, skills, competency.

**Introduction.** It is already much said about what a journalist should be like and how she\he should behave. However, the debate on how to become more professional, more effective, more economically valuable is still in progress. The reality of the day has been raising problems, which incorporate the overall social development and its reflection in younger generations. Modern communicational behavior and discussion styles have undergone crucial changes due to diverse factors, including economic, political, and cultural and so on. Unfortunately, not all changes in communication models accepted have positively affected the overall social interactions. Quite a long observation within educational institutions demonstrates lack of elementary elements of culture while defending own points of view, which, consequently, leads to serious conflicts. Many people believe that the major role of a today's teacher is to prepare young journalists for engagement into real professional life being the mode of communicative behavior. However, the situation reveals the sad truth that the right is the one who cries louder or has more authority. That is why developing the culture of argumentation is seen as the perfect tool for overcoming this educational issue and 'curing' the nation. By implementing the

concept of argumentative discourse skills formation, we will be able to raise the general status of a teacher and equip students with necessary techniques of intercultural communication holding. Thus, the article is primarily focused on the basic background of argumentative discourse design, which would be beneficial within educational process.

Argumentation, as a scientific category, has been in focus of investigation interest since ancient times. Today, a particular attention to the issue is paid especially by philosophic, logic and rhetorical studies. No doubt, each discipline underlines definite peculiar features and identify own approaches to argumentation research. Within the framework of modern educational paradigm of foreign language education, we are to prepare competent specialists who are capable of realizing and solving professional problematic tasks. Concerning journalistic profession our main 'sword' is a language, how we operate it, and how others assume our intentions. In this sense, the concept of argumentative discourse culture is seen as the adequate means for educational purposes, and its awareness might be interpreted as the power to establish rapport with interlocutors and gain a consensus in the process of communication. Some scholars point out that com-

munication is a process through which an addresser intends to modify the cognitive environment of an addressee. In fact, each communicative act presupposes a certain degree of cognitive influence that is why engaging in communication presupposes mastering of certain argumentative technique in order to achieve a certain goal. Communication, then, is not a mere coding-decoding process, but, above all, an inferential process, that is, a reconstruction of the addresser's message, which gives as a result wider coincidence of both cognitive environments.

In the communicative process, culture plays three roles. Firstly, it is from and through the communicators' cultural schemata that the communicative situation is perceived and understood and the communicative act is created. Secondly, it is also from and through the communicators' cultural schemata that the meaning of the addresser's communicative act may be inferred. Finally, the result of the communicative act is a modification of the communicators' cognitive schemata. Thus, culture plays crucial role in communication and, therefore, may be regarded as the key element for argumentative skills formation.

However, displaying a culturally appropriate communicative behavior does not promote effective argumentation on its own.

The advantage of a discourse-based model is that it acknowledges the role of social interaction in the construction of argument. Only in very formal settings, such as courtroom proceedings or political debates are arguments presented outside of a conversational context. Most often, arguments arise from disagreements people have with one another. Arguments are likely to be initially incomplete and to grow as the speaker addresses the challenges presented by a conversational partner. Grigorieva [2007] supported this claim by showing that arguments may be logically sound even if they are incomplete by the standards of formal logic; that is, an argument may be valid even though its underlying premises remain implicit. Furthermore, individuals may not elaborate arguments unless they recognize the need to clarify themselves or convince their audience. Grice's [1975] maxim of quantity holds that a speaker will provide only as much information as necessary for an audience to construct meaning. Thus, discourse is integral to the construction of an argument. If this is the case, then the best way to examine the development of argumentative competence is to examine the process

by which individuals construct arguments in the context of discourse.

If we regard argumentative discourse as an activity in the process of development, two forms of development can be identified. One is enhanced skill in directing the course of critical dialogue to meet the activity's objectives. The other is enhanced understanding of the goals of argumentative discourse. These two forms of development, we predict, reinforce one another. In other words, progress in strategic performance is propelled in part by a better understanding of the goals of discourse. At the same time, exercise of these strategies in discourse activity promotes more refined understanding of the goals of the activity. More generally, as has been proposed in other areas of strategic cognitive development, meta-level understanding both directs and is informed by strategic performance [Weston A., 2009].

To understand the conditions under which argumentative dialogue promotes scientific knowledge building and reasoning it is critical to consider people's goals while arguing. In argumentative dialogue, one can distinguish two overlapping but distinct kinds of activity: dispute and deliberation [Kroll, 2005]. Both kinds of discourse involve two or more speakers who contrast alternative viewpoints by evaluating claims and the evidence used to support them. Nevertheless, dispute and deliberation can be distinguished by their goals [Houtlosser P., 2001]. In dispute, the goal is to defend a viewpoint and undermine alternatives, whereas in deliberation the goal is to arrive at a viewpoint by comparing and evaluating alternatives. These diverging goals, in turn, create important differences in the social dynamic between conversational partners. In dispute, participants compete with the goal of persuading others to adopt their opinion. In deliberation, participants collaborate with the goal of working towards a consensus view.

These discourse activities, dispute and deliberation, in turn, may affect the ways in which individuals process opposing viewpoints. As Leitao [2000] points out, the process of negotiating viewpoints can prompt an array of responses from an individual. When speakers confront opposing claims and evidence in argumentative dialogue, they have at least four basic responses at their disposal: to dismiss counter-arguments and maintain their position; to agree with counterarguments locally, but deflect their impact by turning to other claims in support of their position; to integrate counterarguments

by qualifying or adjusting their position; to accept counterarguments and abandon their position.

When consensus is the goal of dialogue, individuals allow themselves the full range of these responses. In contrast, when persuasion is the goal of dialogue, individuals must dismiss or deflect counterarguments in order to convince others to adopt their conclusions. Thus, persuasive goals in discourse may limit the value of argumentative dialogue for scientific knowledge building and reasoning by constraining the options that individuals believe they have for responding to alternative viewpoints. As a result, the constraints of discourse goals while arguing may lead individuals to superficially process opposing side claims and evidence.

To prevent dismiss of argumentation process,

each communicative act should be organized properly.

The nature of an argument is essentially twofold: 1) there is an underlying statement of purpose or CLAIM, the very point that is presented (for questioning or dispute) and exposed for acceptance. In addition 2) the SUPPORTING EVIDENCE that will be used as grounds or reasons to support the validity of the CLAIM.

A third and necessary ingredient to a compelling argument is the linkage between the Claim and the Supporting Evidence, the component that insures that the evidence is in fact directly related to the validity of the claim. This is referred to as the WARRANT, and for an understanding of this component, we need to credit the work of Saez F. [2002].

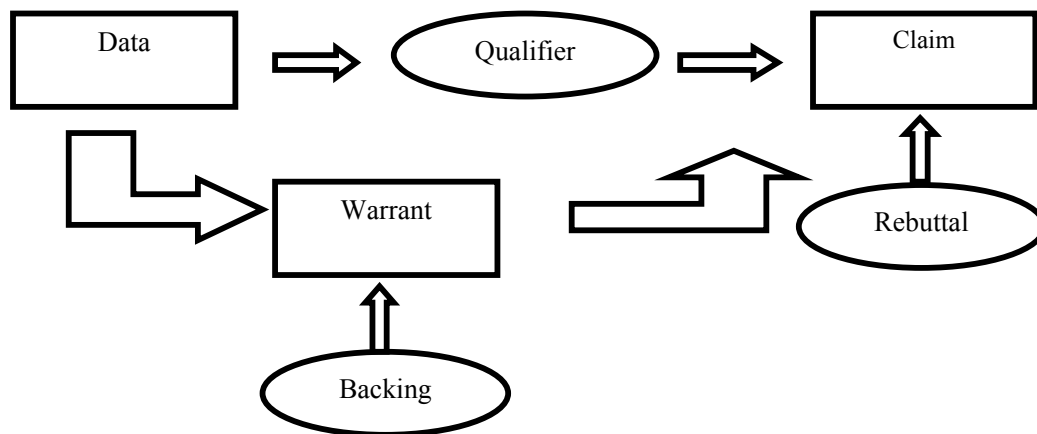


Figure 1 – The model of argumentation

The Strategy essentially questions the relation of each piece of evidence as it relates to the overall credibility of the claim. Here is an example of how the Strategy might work. In the town of New Bedford, Massachusetts, an area comprised mostly of low-income immigrant workers (legal and illegal), a large number of high school seniors successfully passed all the required courses but were unable to pass the State certification examinations for graduation. The Superintendent of Schools decided on his own authority that it was unreasonable to deny students who had successfully completed schoolwork a certificate of graduation, so he determined to issue diplomas to these students even though they had not passed the exams. The reasons he used for this decision were that the graduation certificate would enable these students to go out and find an entry-

level job that they would not qualify for without the diploma. The Governor of Massachusetts did not agree, and insisted that the Superintendent had violated state laws. In the Toulmin strategy, the reason of employment would be targeted as the WARRANT, along with the value of the examination. The Superintendent's position was that the school itself should determine who graduates and who does not, following the practice of private schools that are not required to administer the State exams. However, the opposing argument suggests that the certification by examination is what really determines who is and who is not qualified to earn the title of graduate. If a diploma is determined to be a prerequisite for a certain job, and the applicant undeservedly has a blemished diploma, is he any less qualified for the job than one who holds a legitimate

diploma? The WARRANT relates to the validity of the exam and the validity of the school administrators to determine the success or failure of someone's employment.

In looking at the structure of Arguments, it is important to account for the connections between the reasons offered for support and the nature of the Claim itself. If the connection is not there, the Claim can lose its value.

This model of arguments construction is the most appropriate for educational purposes. Thus, structuring each communicative intention in accordance with the principles of this model, an addresser (a future journalist) is believed to gain the most effective result. However, any discourse, and argumentation in particular, is presented by cohesive and coherent text. There are various tools for creating formal and semantic connections between utterances within discourse. Typically, they are differentiated between four large groups: grammatical (syntactical): word order, tense forms unity, aspects of verbs, conjunctions, parenthesis; semantic: repetition; logical: cause-effect relations, conditions, clauses; pragmatic: communicative act inference via presuppositions. Moreover, in accordance with the functional aspect of the discourse, it is necessary to differentiate between communicative acts lied under the position presentation. F. van Eemeren and R. Grootendorst distinguish five types of communicative acts, they are: assertive – assertion act; commissive – circumstances acceptance act; directive – direction to do something act; expressive –

opinion expression act; declarative – new proposal declaration act. In accordance with this division, it is possible to identify the major characteristics necessary for teachers in order to control an argumentative discourse development. They are: ability to convince and assert addressee by means of a (foreign) language; ability to accept positions and circumstances and reflect it with the help of a (foreign) language; ability to give clear directions and convince in the necessity to follow them; ability to express (personal) opinion and convince addressee in its relevance; ability to propose new positions using a (foreign) language. Thus, organizing a journalists training in accordance with the mentioned grounds would be beneficial for both personal and professional development.

According to modern view on a journalist and his/her role in the society, it is not a primary function of information transmission any more, but to become a model of appropriate communicative behavior in various spheres. The importance of argumentative competence in communication, including its intercultural level, cannot be underestimated. That is why; formation of the culture of argumentative discourse is proclaimed the key feature of professional development. Obviously, the process of necessary skills formation is to be properly organized and guided by, as proposed, by the model of utterances organization. Such a design and differentiation between communicative acts in professional training would certainly be beneficial for both personal and professional growth.

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