

Guldarkhan Smagulova¹, Gulim Lepesbay^{2*}, Mehmet Ölmez³

¹Doctor of Philology, Professor, Al-Farabi Kazakh National University, Kazakhstan, Almaty,
ORCID: 0000-0002-4582-2281 E-mail: smagulova@mail.ru

²*Corresponding Author, Doctoral Student, Al-Farabi Kazakh National University, Kazakhstan, Almaty,
ORCID: 0000-0002-0477-0868 E-mail: lepesbay@list.ru

³Doctor of Philosophy (PhD), Professor, Istanbul University, Turkey, Istanbul,
ORCID: 0000-0002-1462-1241 E-mail: olmez.mehmet@gmail.com

MODERN PEDAGOGICAL DISCOURSE: LINGUISTICALLY RELEVANT VIOLATIONS

Abstract. The study of pedagogical discourse in terms of linguistically relevant disorders is relevant at the present stage of linguistics development, since the communicative activities of the teacher and students in the classroom affect not only learning and the educational process, but also the psycho-emotional state of children. The aim of the study was to form an idea of Kazakh pedagogical discourse, consideration of secondary and higher educational institutions of Kazakhstan in terms of linguistically relevant violations of pragmalinguistic and ethical nature. The following methods were used for comprehensive research: analytical-synthetic, communicative, frame, comparative-comparative. This study addressed issues related to the theory of pedagogical discourse: the concept of discourse, institutional discourse, characteristics and specificity of pedagogical discourse, professional ethics. The frequency of diverse types of linguistically relevant violations in Kazakhstani pedagogical practice on the example of schools, colleges and universities in Almaty was assessed. An understanding of the basics of teacher-student communication was formed and deviations on pragmalinguistic parameters (deviations from pedagogical strategies, the purpose of pedagogical discourse) and ethical grounds (directed at a particular student or group of students) were considered. A frame model of linguistically relevant violations in pedagogical discourse was also created and used in the observation of educational institutions in Almaty. This work can be used in the study of pedagogical discourse and linguistically relevant violations in different countries around the world, comparative analysis of different types of educational institutions and the implementation of machine methods for the recognition of unethical statements in the learning process.

Keywords: learning process; communication; professional ethics; teacher and students; linguistically relevant violations

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Гүлдархан Нұргазықызы Смагулова¹, Гүлім Сакенқызы Лепесбай^{2*}, Мехмет Өлmez³

¹филология ғылымдарының докторы, профессор, әл-Фараби атындағы Қазақ ұлттық университеті, Қазақстан, Алматы қ., ORCID: 0000-0002-4582-2281 E-mail: smagulova@mail.ru

²*автор-корреспондент, докторант, әл-Фараби атындағы Қазақ ұлттық университеті, Қазақстан, Алматы қ., ORCID: 0000-0002-0477-0868 E-mail: lepesbay@list.ru

³философия докторы (PhD), профессор, Істамбул университеті, Түрция, Істамбул қ., ORCID: 0000-0002-1462-1241 E-mail: olmez.mehmet@gmail.com

ҚАЗІРГІ ПЕДАГОГИКАЛЫҚ ДИСКУРС: ЛИНГВИСТИКАЛЫҚ РЕЛЕВАНТТЫ ӨЗГЕРІСТЕР

Аннотация. Педагогикалық дискурсты лингвистикалық маңызды өзгерістер түрғысынан зерттеу лингвистиканың қазіргі даму кезеңінде өзекті болып табылады, ейткені мұғалім мен оқушылардың сабактардағы коммуникативті қызметті тек оқу мен тәрбие процесіне ғана емес, сонымен қатар оқушылардың психоэмоционалды жағдайына да әсер етеді. Зерттеудің мақсаты қазақ педагогикалық дискурсы туралы түсінік қалыптастыру, Қазақстанның орта және жоғары оқу орындарын pragmalingвистикалық және этикалық сипаттағы лингвистикалық маңызды өзгерістер түрғысынан бақылау болды. Кешенді зерттеу үшін келесі әдістер қолданылды: аналитикалық-синтетикалық, коммуникативті, фреймді, салыстырмалы-салыстырмалы. Бұл зерттеу педагогикалық дискурс теориясына қатысты келесідей мәселелерді қарастырды: дискурс үгымы, институционалдық дискурс, педагогикалық дискурстың сипаттамалары мен ерекшеліктері, қәсіби этика. Алматыдағы мектептер, колледждер мен университеттер мысалында қазақстандық педагогикалық практикадағы лингвистикалық маңызды өзгерістердің әркелкі түрлерінің жиілігін бағалау жүргізілді. Мұғалім-оқушы қарым-қатынасының негіздері туралы түсінік

қалыптасты және pragmalingвистикалық параметрлер (педагогикалық стратегиялардан ауытқулар, педагогикалық дискурс мақсаттары) және этикалық ойлар (белгілі бір окушыға немесе студенттер тобына бағытталған) бойынша ауытқулар қарастырылды. Сондай-ақ, педагогикалық дискурста лингвистикалық маңызды өзгерістердің фреймдік моделі құрылды, ол Алматының оку орындарын бақылау кезінде қолданылды. Бұл жұмыс әлемнің әртүрлі елдеріндегі педагогикалық дискурсты және лингвистикалық маңызды бұзушылықтарды зерттеуде, білім беру мекемелерінің әртүрлі түрлерін салыстырмалы талдауда және оку барысында этикалық тұрғыдан дұрыс емес сөздерді анықтаудың машиналық әдістерін енгізуде қолданыла алады.

Тірек сөздер: оку процесі; қарым-қатынас; кәсіби этика; мұғалім және окушылар; тілдік тұрғыдан маңызды бұзушылықтар

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Гульдархан Нургазиевна Смагулова¹, Гулим Сакеновна Лепесбай^{2*}, Мехмет Олmez³

¹доктор филологических наук, профессор,

Казахский национальный университет имени аль-Фараби, Казахстан, г. Алматы,

ORCID: 0000-0002-4582-2281 E-mail: smagulova@mail.ru

^{2*}автор-корреспондент, докторант, Казахский национальный университет имени аль-Фараби,

Қазақстан, г. Алматы, ORCID: 0000-0002-0477-0868 E-mail: lepesbay@list.ru

³доктор философии (PhD), профессор, Стамбульский университет, Турция, г. Стамбул,

ORCID: 0000-0002-1462-1241 E-mail: olmez.mehmet@gmail.com

СОВРЕМЕННЫЙ ПЕДАГОГИЧЕСКИЙ ДИСКУРС: ЛИНГВИСТИЧЕСКИ РЕЛЕВАНТНЫЕ НАРУШЕНИЯ

Аннотация. Изучение педагогического дискурса с точки зрения лингвистически релевантных нарушений актуально на современном этапе развития лингвистики, поскольку коммуникативная деятельность преподавателя и учащихся на занятиях влияет не только на обучение и воспитательный процесс, но и на психоэмоциональное состояние детей. Целью исследования было формирование представления о казахском педагогическом дискурсе, рассмотрение средних и высших учебных заведений Казахстана с точки зрения лингвистически релевантных нарушений pragmalingвистического и этического характера. Для комплексного исследования были использованы следующие методы: аналитико-синтетический, коммуникативный, фреймовый, сравнительно-сопоставительный. В данном исследовании рассматривались вопросы, связанные с теорией педагогического дискурса: понятие дискурса, институциональный дискурс, характеристики и специфика педагогического дискурса, профессиональная этика. Была проведена оценка частоты различных типов лингвистически релевантных нарушений в казахстанской педагогической практике на примере школ, колледжей и университетов Алматы. Было сформировано понимание основ коммуникации учитель-ученик и рассмотрены отклонения по pragmalingвистическим параметрам (отклонения от педагогических стратегий, цели педагогического дискурса) и этическим соображениям (направленные на конкретного ученика или группу студентов). Также была создана фреймовая модель лингвистически релевантных нарушений в педагогическом дискурсе, которая использовалась при наблюдении за учебными заведениями Алматы. Эта работа может быть использована при изучении педагогического дискурса и лингвистически релевантных нарушений в разных странах мира, сравнительном анализе различных типов образовательных учреждений и внедрении машинных методов распознавания неэтичных высказываний в процессе обучения.

Ключевые слова: процесс обучения; коммуникация; профессиональная этика; учитель и ученики; лингвистически значимые нарушения

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Introduction

The concept of discourse is a value category in many branches of knowledge, including a special place in the pragmalinguistic space. As discourse is shaped by the unity of speech and situational context, and includes the course of speech, key preconditions, constraints and outcomes, unspoken intentions and implicitly outlined goals, it covers the entire spectrum of human language activity and should therefore be studied in order to further shape patterns of effective communication. Speech activity is closely related to the learning process, which forms the basis for the so-called pedagogical discourse, which includes not only the application of educational methods and their implementation, but

also the interaction between teacher and students in communicative terms. The study of pedagogical discourse, based on the influence of communication on the acquisition of knowledge and the formation of speech practice, is relevant at the present stage of linguistics development.

Linguistically relevant violations arise due to certain communicative situations in which the initiator or the recipient deviates from the main task of learning. More often than not, the nature of formal communication devolves into informal communication, which can lead to communicative conflicts and misunderstandings on both sides. Thus, the process of communication, and hence the process of education at the moment, is disrupted or halted. Today, it is important to look for ways to avoid deviations from pedagogical discourse and professional ethics in order to maintain communication at the level necessary for effective learning. The problem of linguistically relevant violations is poorly understood, so new classifications need to be developed based on current practices in schools, colleges and universities. Based on such challenges, this study is relevant and important for the future scientific perspective.

Kazakhstan's current policy should be seen in the context of globalisation and nationalisation, which involves the implementation of trilingualism and the transformation of learning. A study by M. Zhalgaspayev (Zhalgaspayev, 2021) showed how the Nazarbayev Intellectual School curriculum is globally competitive. Interviews with teachers confirmed the lack of freedom and support for teachers in methodological terms. The article by N. Yakavets et al. (Yakavets et al., 2022) looks at the renewal of school curricula in Kazakhstan and how the changes affect classroom practice. The focus groups created consisted of 227 teachers with varying degrees of experience with modern methods. Teachers' focus on reforms showed elimination of a large number of linguistically relevant irregularities.

According to S. Bjelopoljak and A. Midzic (Bjelopoljak, Midzic, 2021), pedagogical discourse is studied in the paradigm of curriculum change, i.e. disturbances in teaching practices affect professional communication in the classroom. Fixation on certain pedagogical norms disturbs pedagogical discourse, therefore critical reflections on the nature and specificity of changes in the educational system are needed. S. Mendo-Lazaro et al. (Mendo-Lazaro et al., 2022) consider that the promotion of cooperation in the pedagogical space is one of the most important principles of learning, not only guarantees the improvement of learning, but also reduces the need for authoritarian approaches in teaching, which positively influences the dynamics of reduction of linguistically relevant disorders.

A study by A. Eren and A. Rakcolu-Sylemez (Eren, Rakcolu-Sylemez, 2021) investigated the extent to which teachers' professional commitment and sense of efficacy influence ethical behaviour in communicative terms. The authors argue that the reduction of linguistically relevant disorders is only possible through the connection between professional and speech components. The work of A. Kuralbay (Kuralbay, 2020) is the result of an analytic-synthetic transformation of knowledge about the characteristics, classification, forms, strategies of pedagogical discourse with the identification of central concepts. The author investigates priority values within the Kazakhstani pedagogical discourse, focusing on pragmalinguistic and communicative aspects of speech activity.

The aim of the work was to study the characteristics and parameters, to consider the classification of linguistically relevant violations, forms of communicative interaction between the teacher and students in the Kazakh pedagogical discourse. Based on the formulated goal, the following tasks were set: to identify the main features and specifics of the modern Kazakhstan pedagogical discourse, to highlight the main and frequent linguistically relevant violations and to show examples of communication in the classroom.

Materials and methods

The theoretical basis consisted of the works of modern linguists who consider pedagogical discourse in a pragmalinguistic aspect. The specifics of teacher-student communication, ethical and linguistic foundations of the interaction were assessed. The paper was aimed at the development of the notion of institutional and pedagogical discourse, peculiarities of classroom discourse construction under the conditions of traditional methods and online learning.

The empirical base of the research included observation of pedagogical discourse in 10 educational institutions in Almaty, expanded to 30 lessons to strengthen statistical validity. Observations were conducted in Gymnasium No.83, Gymnasium No.94, Almaty State Polytechnic

College, School of Physics and Mathematics, Abai Kazakh National Pedagogical University and five additional schools and colleges. Lessons in six subject areas were observed: language and literature (8 lessons), mathematics (4 lessons), chemistry (4 lessons), biology (3 lessons), informatics (5 lessons), and English language (6 lessons).

A total of 312 communicative episodes were collected, of which 174 exhibited linguistically relevant violations. Each lesson was documented using a unified protocol including communicative purpose, strategy, initiator, emotional tone, and the participant reaction. Cards were classified according to pragmalinguistic and ethical deviation criteria, subdivided further into types of strategy violations: organizational, explanatory, controlling, evaluative, and facilitative.

Quantitative analysis included frequency distribution, structural-percentage comparison, and institutional comparison (schools, colleges, universities). Online lessons were examined separately owing to their distinct communicative features, including technological interruptions, muted microphones, and reduced student feedback.

Frame analysis was applied to examine verbal and cognitive structures within pedagogical discourse, enabling classification of deviations. Analytical-synthetic and comparative methods supported theoretical interpretation of pedagogical discourse models across Kazakhstani and international contexts.

The observation method included introspective reflection by the researcher-teacher, evaluating personal teaching experience and comparing it with recorded deviations. This triangulation strengthened methodological reliability and produced an integrated perspective on linguistically relevant violations in contemporary Kazakhstan's educational environment.

The study is based on the study of pedagogical discourse in Almaty secondary and higher educational institutions: Gymnasium No.83, Gymnasium No.94, Almaty State Polytechnic College, School of Physics and Mathematics, Abai Kazakh National Pedagogical University in the period from October to November 2022. The quantity and quality of linguistically relevant violations within the Kazakhstani pedagogical discourse was assessed using communicative analysis and observation methods. The lessons of teachers with different specialisations (language and literature, chemistry, computer science, English) were visited in these educational institutions during the specified period in order to investigate communicative specificity and linguistically relevant violations within the pedagogical discourse.

The basis of the study was formal communication between teachers and students, but attention was also paid to the parameters of informal communication in the classroom. In the course of the lesson, cards with examples of linguistically relevant violations were filled in and then classified first into two categories: on pragmalinguistic criteria and on ethical grounds. After attending all the planned lessons (10), the first group of cards was divided into two more categories: deviation from discourse, violation of strategies, and the second group into violations against one student or the whole class. This was followed by a further classification according to discourse and strategies. The frequency of each category of linguistically relevant violations was then evaluated and the results have been described in this paper.

The methodological basis is based on analytical-synthetic, communicative, frame, comparative-comparative analysis of Kazakhstani pedagogical discourse in modern conditions. The comprehensive study was made possible only through the application of all these methods used at different stages of the research: the study of theoretical foundations is associated with comparative-comparative, frame and analytic-synthetic analysis, and the formation of an understanding of pedagogical discourse in Kazakhstan was carried out on the basis of communicative analysis and the method of observation.

The communicative analysis was used to consider the speech segments, extracted in the process of communicative activity of the teacher and students, on the basis of which linguistically relevant violations were identified. The following communicative criteria were taken into account: communicative purpose (intentions of the addressee and addressees of the message), communicative strategies of pedagogical discourse, the number of communicators. The role and specificity of locutionary, illocutionary and perlocutionary communicative acts in the classroom were mentioned fragmentarily. To systematize the communicative functions of different types of speech acts used in

classroom interaction, we present a summarized classification illustrating their purposes within pedagogical discourse (Table 3). In terms of communication, online learning and its specificities in contemporary realities were also evaluated. Frame analysis was used to investigate the interaction of verbal and cognitive structures within pedagogical discourse. Using this method, a scheme was created to classify linguistically relevant violations according to paralinguistic parameters and ethical grounds. The quantitative distribution of the main types of discourse deviations is presented in Table 1, which demonstrates the predominance of strategy violations over other categories.

Table 1 – Speech Acts in Pedagogical Discourse

Кесте 1 – Педагогикалық дискурстағы сөйлеу актілері

Таблица 1 – Речевые акты в педагогическом дискурсе

<i>Speech Act Type</i>	<i>Purpose in Classroom</i>	<i>Description / Examples</i>
Locutionary	Literal question	“What is the sign of reaction?”
Illlocutionary	Command/Request	“You have one minute.”
Perlocutionary	Effect on student	Pressure from repeated commands
Phatic	Maintain contact	“Who will answer next?”
Evaluative	Assess knowledge	“The key happens to be a door...”
Metadiscursive	Structure the lesson	“Let's start with stage one.”

The analytic-synthetic method was applied in the study of theoretical aspects of discourse, institutional and pedagogical discourses, classification of linguistically relevant violations. Thus, the problems existing in pedagogical discourses of different countries were evaluated and an idea of professional ethics was formed. Comparative and comparative analysis was applied in comparing linguistic works that examined different aspects of pedagogical discourse. The observation method was applied in the study of linguistically relevant violations in the Kazakh pedagogical discourse, aimed at psychological analysis of the interaction between the teacher and students based on the perception and behavior of the subjects under study on the basis of verbalized information. The observation was also conducted using the introspective method, which involves an in-depth analysis of one's own pedagogical experience based on thoughts, images and feelings arising from the analysis of communicative processes.

Literature review

Contemporary discourse studies increasingly extend beyond traditional institutional settings and incorporate the analysis of virtual linguistic personalities operating within social media environments. Political digital discourse constitutes a significant field of inquiry, as online platforms have become key instruments for shaping public opinion and constructing political identities. Analysis of Donald Trump's Twitter posts demonstrates that his virtual linguistic personality is characterised by expressive lexical choices, concise syntactic structures, strong evaluativity, and audience-polarising strategies. These features align with broader pragmalinguistic principles and show that even in digital contexts communication follows institutional strategies and discourse patterns. Integrating such research into the wider discourse-analytic framework enriches the theoretical foundation of the present study and deepens understanding of linguistically relevant violations across institutional domains (Rezhep, Baissydyk, Bekqozhanova, Kamzina, 2024)

The pedagogical process at school puts forward the goal of education and preparation of students as a person. This feature is reflected in the discursive behavior of the teacher and the child. And pedagogical interaction is determined by the relationship between the teacher and the student in the conceptual system and the purpose of basic education. Pedagogical interaction at school implies the management of the process of influencing the conceptual system of students, the teacher acts as a continuation of the educational and conceptual system, psycho-physiological nature of the student, using the necessary technology and an effective approach to verbal communication.

The main elements of pedagogical discourse, “Pedagogical discourse: to reflect-to act” by Yu. Shcherbinina, “Characteristics of pedagogical discourse” by V.I. Karasik, “Linguistically relevant violations of pedagogical discourse” by O.A. Karatanova, “Teaching of the pedagogical component of

pedagogical discourse lectures" by N.S. Ostrazhkova, "Definition of pedagogical discourse" by O.V. Koroteyeva, "Pedagogical discourse" by R.M. Koyanbayev were considered.

In connection with the problem of the addressee and the addressee in pedagogical discourse, N. Uali's "Theoretical foundations of Kazakh word culture", F. Orazbayeva's "Language communication: theory and methodology", V. Zagvyansky's "Intellectual activity of the teacher", D.V. Makarova's "Linguistic means of expression of intellectual emotions in pedagogical discourse", N. Antonova's "Pedagogical discourse: the teacher's speech behavior in the classroom".

The works of N. Chomsky "Quiet weapons for a quiet war", Sh.Z. Yernazarova "Pragmalinguistic aspect of the syntax of the spoken language", A. Zhappasheva "Establishing a positive psychological relationship between teacher and student", G.G. Burkittayeva "Text and discourse. Types of discourse: a textbook for undergraduates and postgraduates-philologists", A.M. Zhalalova's "Discursive nature of intonation (based on materials in Kazakh and English) thesis" were considered in addressing the problems of pragmatics and conflict.

Results and discussions

The concept of pedagogical discourse and classification of linguistically relevant violations

Speech activity became one of the important objects of study in the early twentieth century because it is closely related to linguistics, as well as related sciences: cognitive psychology, linguoculturology, sociolinguistics, psycholinguistics, and pragmatics. That is why the concept of discourse is considered in different scientific systems. In this paper, discourse is understood as a text immersed in communication, that is, a speech product with characteristic intentions and a definite communicative space (Nita, 2021). The communicative phenomenon of discourse can be viewed from a pragmalinguistic perspective, analysing the purpose, context and informativeness of the message as well as communicative roles (Kaufmann, Wiering, 2021; Horder, 2021).

Discourse is understood as text immersed in communication – a speech product with intentions and a defined communicative space. Pedagogical discourse is a type of institutional discourse characterized by its chronotope, communicative aims, and value strategies. It includes organizing, explaining, controlling, evaluating, and facilitating strategies that structure the learning process.

Violations of pedagogical discourse arise when communicative behaviour deviates from the ideal model of a lesson and disrupts the communicative or educational purpose. Based on pragmalinguistic and ethical criteria, deviations are classified into:

- 1) discourse replacement;
- 2) deviation from communicative strategies;

3) ethical violations toward individuals or groups. Institutional discourse involves a verbal exchange between people (the speaker on the one hand and the recipient(s) on the other hand), the interaction between whom and the realisation of the goal depend on the addressee of the message, who is a representative of a certain organisation (Freed, 2015). Institutional discourse involves communication between people who are forced into certain conditions (most often workers) and communicate according to established social norms (Sapinski, Ciupka, 2021; Friesen, 2021).

Pedagogical discourse is a type of institutional discourse, the main characteristics of which are chronotope (place and time of classes), purpose and value strategies. Pedagogical communication is a set of speech actions and communicative acts relevant to the type of interaction between the teacher and students and aimed at learning and acquiring new knowledge. The learning process consists of four stages: organising, explaining, controlling, completing communication, which can be realised through pedagogical discourse strategies (phatic, explaining, controlling) (Velle, 2021; Bjelopoljak, Midzic, 2021).

Violations of pedagogical discourse involve going beyond the ideal model of a lesson, which is a communicative event, leading to the termination of communication or a change of goals. Replacing established speech patterns with others due to socio-pragmatic factors leads to a change of the speech situation and a violation of the norms of behaviour in a lesson, lecture or other type of activities that are genres of pedagogical discourse. Violations of pedagogical discourse are conditioned by three main factors: pragmalinguistic characteristics, ethical foundations and the status of the communicators.

A comprehensive interpretation of pedagogical discourse necessitates an examination of the

identity-constructive mechanisms that regulate the communicative positioning of the teacher. The findings of Iskakova and Kurmanova (Iskakova, Kurmanova, 2024) provide a relevant conceptual parallel: within digital communication, the formation of a virtual linguistic personality is operationalised through multimodal semiotic resources, deliberate code selection and strategically oriented self-presentation trajectories. Their study demonstrates that linguistic identity is not static but emerges through recurrent communicative practices embedded in socio-cultural frameworks. These theoretical insights are equally significant for pedagogical interaction, where the teacher's pedagogical persona is instantiated through regulated speech acts, institutional role performance and discursive strategies that organise instructional communication. Consequently, deviations from these identity-maintaining strategies may precipitate communicative breakdowns and observable discourse violations in the classroom environment.

The model of cooperative learning and communication in a group shapes interdependence and responsibility between its members, building not only formal communication, but also influencing informal communication (Cecchini et al., 2021; Leon et al., 2022). Improved cooperative skills lead to a decrease in linguistically relevant impairments of both agent and recipient (Wasik et al., 2022; Meulenbroeks et al., 2022). Thus, building productive and effective communication is possible by using modern techniques and technology to minimise aggressive and unethical behaviour within a team, group or class. It is the teacher's responsibility to control the communication processes so that everyone is comfortable.

Deviations caused by pragmalinguistic factors fall into two categories: deviations from purpose and changes in institutional discourse strategies (organising, explaining, controlling, evaluating, facilitating). Violations of the purpose of pedagogical discourse fall into three main groups: replacement of one discourse by another, expansion of facilitation, and refusal of cooperation in the course of the lesson. Violations on ethical grounds are divided into two groups: with regard to the individual communicator and with regard to the whole team (Figure 1).

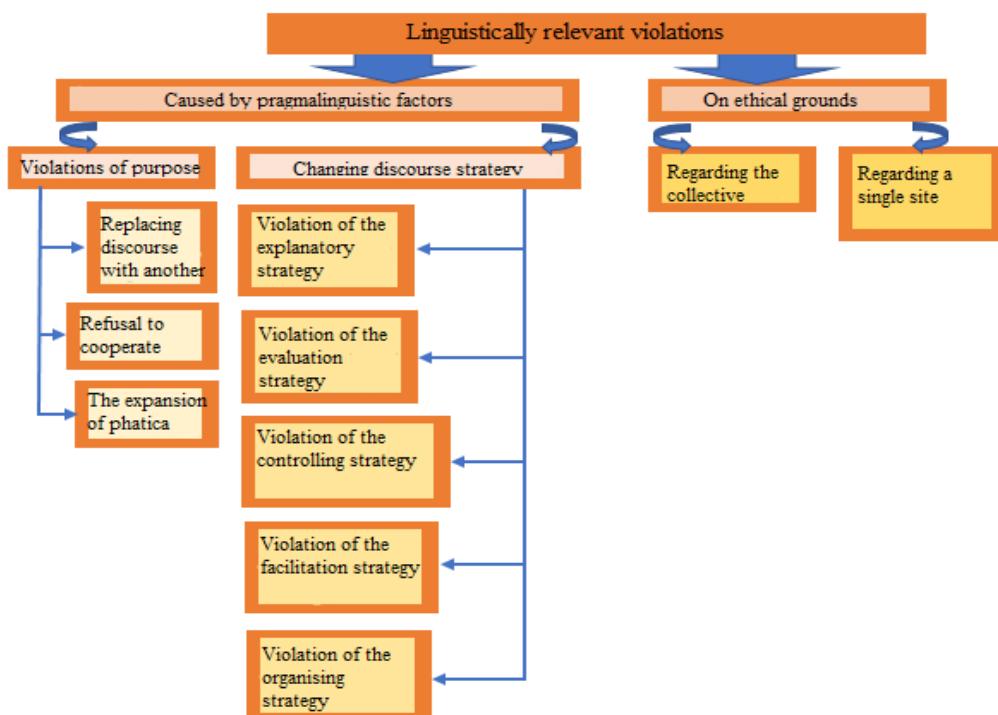


Figure 1 – Scheme of Linguistically Relevant Violations
 Сурет 1 – Тілдік тұрғыдан маңызды бұзушылықтардың сыйбасы
 Рисунок 1 – Схема лингвистически значимых нарушений

A more detailed breakdown of strategy-related deviations is provided in Table 2, illustrating the internal differentiation of organisational, ethical and discourse-related violations.

Table 2 – Classification of Linguistically Relevant Violations

Кесте 2 – Тілдік тұрғыдан манызды бұзушылықтардың жіктелуі

Таблица 2 – Классификация лингвистически значимых нарушений

Category	Subtypes	Description / Examples
Pragmatic Violations	Deviation from Purpose	Discourse shifts – Teacher shifts topic to geography
Pragmatic Violations	Strategy Violations	Breakdown of lesson structure – “Don't move again, guys”
Ethical Violations	Individual / Group	Insults or unethical comments – “Why are you flapping your eyes like a cow?”
Cooperation Failures	–	One side stops participating – Teacher silently writes on board

Source: O.A. Karatanova (2003)

Statistical data on linguistically relevant violations in the world and Kazakhstan

The analysis of pedagogical discourse in the post-Soviet space showed that the most frequent types of pedagogical discourse violations are those based on pragmalinguistic characteristics (65%), followed by those based on ethical grounds (35%), most of which occurred at the teacher's initiative (75%) (Karatanova, 2003). A study of aggressive speech acts in Kazakh pedagogical discourse demonstrated that linguistically relevant communication disorders in pedagogical discourse concerned several categories: mental ability (66.7%), speech (11.2%), behaviour (10.6%), attitude towards learning (6.1%), appearance (0.9%) (Temirgazina, 2017).

Prior studies show that pragmalinguistic violations dominate (65%), followed by ethical violations (35%). In Kazakhstan, aggressive speech acts target mental ability (66.7%), speech (11.2%), behaviour (10.6%), learning attitude (6.1%), and appearance (0.9%).

Global comparative data reveal barriers such as language (41%), perceptual differences (23%), emotional tension (12%), cultural barriers (10%), gender-related perceptions (5%), and interpersonal isolation (3%). These findings align with trends observed in Kazakhstani classrooms.

The analysis of the corpus of verbal value judgments in Russian and English language discourse, conducted in Secondary Schools No. 3 and No. 16 (Pavlodar, Republic of Kazakhstan) in 2010-2012. 3 and No. 16 (Pavlodar, Republic of Kazakhstan) in 2010-2012 and at Winchester Public School (Virginia, USA) in 2013 (during the internship period of 9 months) was based on the interpretation of evaluative speech acts (526 statements in Russian and 503 in English). The American pedagogical discourse demonstrated a high degree of positive evaluative and emotive nature with the dominants of praise, approval, and encouragement, while negative speech acts of rebuke and insult were equally present in both Kazakh and American discourse (Bachurka, 2017).

The most common communication barrier between teachers and students in the Malaysian context is language (41% of respondents), among the reasons for this are: using English only without switching to the native Malay language, difficulty in understanding due to accent. 23% of the respondents indicated a perceptual barrier, the reasons for which were differences in value positions, view

This had an impact on life, which significantly affected the process of communication between the lecturer and the recipients. Emotional communication barrier was confirmed by 12% of the respondents, the main manifestation of which was anxiety, fear, distrust, hostility at the lectures. Excessive emotion on the part of the teacher leads to linguistically relevant violations. 10% of respondents indicated that linguistically relevant violations were caused by cultural barriers, i.e. differences in customs, norms and beliefs. The influence of the gender barrier on communication was confirmed by 5% of the students, meaning attitudes towards a person's gender, roles, expectations and traditions. The interpersonal barrier ranked only 3%, based on insularity and distancing from others.

Linguistically relevant irregularities can cause conflict between the teacher and the learners, leading to a misdelivery of information. Since communicative acts carry not only content, but also information about the nature of the interaction between the communicators, the emotional state of one

or both parties can interrupt, distort or ignore the transfer of information (Malek et al., 2018).

Study of Kazakhstani educational institutions for linguistically relevant violations

The substitution of pedagogical discourse by any other discourse (medical, historical, scientific, philosophical, everyday) is often used in Kazakhstani schools when constructing interdisciplinary links. As a rule, this disruption is not a prerequisite for direct conflict, but serves as a kind of a discharge-pause in the lesson (Karatanova, 2003). For example, in Gymnasium No.83 (Almaty, Republic of Kazakhstan), the teacher in a literary reading class translates the discourse from pedagogical to geographical: "Look at the diagram, guys. This is where the spring comes through. And this is where the groundwater comes from" and from pedagogical to everyday discourse: "Maybe some of you have been to this spring, did you like it there?". In a chemistry lesson at the School of Physics and Mathematics (Almaty, Republic of Kazakhstan) the translation of pedagogical discourse into cultural and historical discourse happened twice:

Example 1.

Teacher: Do you see any connection to the drawings? Please choose any picture and link it to the theme. Which picture do you like?

Student: For example, the pyramid.

Teacher: Pyramid... Okay. First of all, what is it called?

Student: Palace...

Teacher: The Palace of Peace and Harmony. How many nationalities live in Kazakhstan?

Student: 130.

Teacher: So, our lesson today has something to do with Astana and this Palace?

Student: Has.

Teacher: So, what is needed? To live in peace and maintain that balance.

Example 2.

Teacher: I have this question for you. Not from your seat but raise your hand. What is the sign of a reaction?

Student: Changing colour.

Teacher: What colour? Blood red.

Teacher: So this is the reaction you guys are using when? When they make films. When they make films, they use that reaction.

A phatic expansion is characterised by the translation of phatic communication into an authoritarian or liberal communication style, often leading to a ritualization of the lesson. An authoritarian style of communication is characterised by intimidation or the promise to cause trouble for the students. At the linguistic level, this can be manifested in the use of imperative tones: "Turn on the video during the lesson and turn off the microphones", "Microphones, turn them off, who is not answering! The following phrases may also be considered typical manifestations of the authoritarian format of communication: "You have one minute. Time is running out", "That's it, stop!", "I have this question for you. Don't move", "Don't move again, guys", "Just raise your hand, we agreed", "Just raise your hand again, remember". A liberal style of communication can manifest itself as a willingness to make contact, often used by young teachers. For example, in an online computer science class at Almaty State Polytechnic College, the teacher often delegates this right to the students when choosing the answer: "Who tells next? Tell us next. As long as Snezhana comes in...", "Okay, who will answer. Who's not answering?", "Who's going to answer? Let's answer quickly."

The teacher may also use imprecise wording or demonstrate an ambiguous position on an issue: "Water is distant, let's not write. But you can't sort of disagree either". With a liberal style, students can also influence the course and the stages of the lesson by offering their own variations on the development of the lesson.

Example 3.

Student: Let's start with stage one.

Teacher: Good.

The lack of co-operation occurs as one side of communication is eliminated in the pedagogical discourse. A manifestation of this disruption may be when the teacher enters the classroom and, instead

of actively interacting with the students, starts writing on the board without any explanation. The student may be seen to refuse to answer questions asked by the teacher, or to complete an assignment.

Example 4.

Student: Jamrat writes that he is having problems with the internet.

Teacher: Good.

The violation of pedagogical discourse strategies is categorised into types:

- a breach of the organising strategy;
- violation of the explanatory strategy;
- violation of the controlling strategy;
- violation of the evaluation strategy;
- violation of the facilitation strategy.

Changing communication roles at the initiative of students often leads to communicative failures. Deviating from the organising (phatic) strategy involves disrupting communication with one student by approaching another student. Thus, one student or several students are ignored and the teacher, having failed to get a response from one student, immediately moves on to another.

Example 5.

Teacher: (approaches one desk). Has everyone written the equation for the reaction? Let's have a look. Why didn't you write it? Remember Grade 9.

Teacher: (goes straight to the second desk, having not received an answer to his previous question). Why don't you want to? Writing. Any visible changes? Good, write here.

Violations of the explanatory communicative strategy occur when the teacher starts explaining the material in great detail and when his or her explanations are not sufficient. This strategy aims not only at supporting discipline, but also at learning. During questioning of pupils there may be a control bias when the teacher asks pupils a lot of leading questions, thus demonstrating doubts about pupils' knowledge: "Is the equilibrium unstable? Does it look unstable to you? Why is it not stable? How did we break it? Did we add reaction products?"

Deviation from the evaluative strategy is characterised by the expression of doubts about students' knowledge and abilities: "The key happens to be a door, guys, and the key is a spring. Yes, such a word, it has several meanings". Violations of the controlling strategy are often associated with reproaches or ironic connotations: "Look, you have already had a clue drawn". A violation of the facilitative strategy is characterised by the teacher's preoccupation with the very idea of facilitation; if at first this may help to concentrate, it will only distract and confirm the insecurity of pupils' skills and abilities later on.

Example 6.

Teacher: What are they doing? Are they playing?

Students. No.

Teacher: They are working now.

The analysis showed that linguistically relevant violations also occur according to the ethical criterion (referring to an individual addressee or to the whole group), i.e. communication is broken due to non-compliance with certain norms of communication and behaviour in the classroom: "Well, why are you flapping your eyes like a cow?", "You should not go to the canteen, but to the gym", "Turn your ears on, Sakenov" (Karatanova, 2003). Professional ethics provides for the use of the speech acts of greeting and farewell, approval, apology, and consent, but in contemporary pedagogical discourse deviations from the norm are common. In general, more ethical violations are initiated by the agent of communication than by its recipients (Liu, 2021; Rose, 2022). A study of linguistically relevant breaches in educational institutions in Kazakhstan revealed that the main ones are deviations from pedagogical strategy (56%: organising – 12%, explaining – 14%, controlling – 14%, facilitating – 7%, evaluating – 9%), deviations from pedagogical discourse (39%), violations on ethical grounds (5%).

Researching your own teaching experience

An introspective study of our own language and literature lessons (from the point of view of the language teacher who initiated the communication) showed that the most frequent linguistically relevant violations were pedagogical strategy violations (52%), followed by discourse change (38%), and the third most frequent violations were on ethical grounds (10%). The deviation from pedagogical discourse

is primarily associated with the transfer of the topic of conversation into the domestic (50%) or cultural (20%), historical (10%) or philosophical (5%) discourses. In addition to the above-mentioned discourses, interdisciplinary links with exact (mathematics, physics) or natural sciences (geography, chemistry) can also occur, but the frequency of such scientific discourses is much lower.

Deviations from the explanatory strategy are usually caused by the need to convey information to the recipients, so a number of questions may be used, which are answered by the Teacher himself/herself: Often this behaviour is due to the time factor: the teacher wants quick answers in order to have time to present all the information. Violation of the controlling strategy manifests itself in hyper-control over the performance of tasks, which is revealed in clarifying and leading questions. From my own observation, the teacher's assistance is not always sensitive, leading to a lack of autonomy in problem solving and affecting the educational process as a whole. Deviation from the assessment strategy is primarily found in exaggerating or downplaying the success of the pupil. Ironic comments may be used in terms of specific tasks, which negatively affects the psycho-emotional state of the child.

Ethical communication disorders are usually associated with unstable moods or severe inner states. To minimise these types of deviations in pedagogical discourse, it is necessary to take care of one's inner state and mental health. To improve ethical communication between children, we need to be clear about communication within the classroom, pay attention to aggressive behaviour and deal with pupils who display unethical behaviour. Forming a trusting relationship with the teacher enables effective communication in the classroom.

Thus, the study of Kazakh pedagogical discourse has shown that the most frequent linguistically relevant violations are discourse replacement and violations of one or more discourse strategies. There were practically no deviations on ethical grounds in the educational institutions in question, which confirms the high degree of linguistic culture in Kazakhstan. The present study expands the empirical base to 30 lessons in 10 institutions, producing 312 communicative episodes, 174 of which contained violations. Diagram 1 presents the overall distribution of violations, highlighting the dominant categories across the dataset.

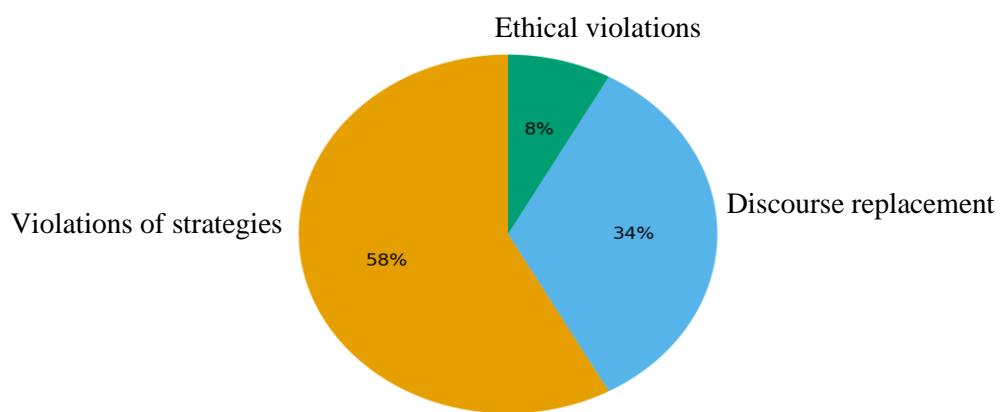


Diagram 1 – Overall Distribution of Violations
 Диаграмма 1 – Бұзушылықтардың жалпы таралуы
 Диаграмма 1 – Общее распределение нарушений

Diagram 2 provides a detailed breakdown of strategy violations, demonstrating the relative weight of each subtype.

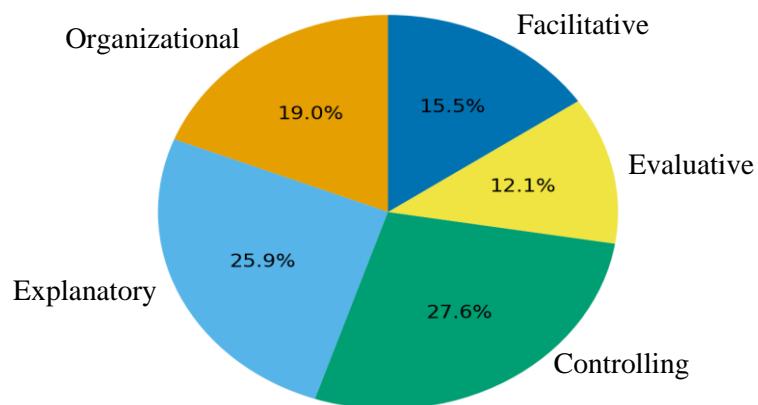


Diagram 2 – Breakdown of Strategy Violations
 Диаграмма 2 – Стратегиялық бұзушылықтардың жіктемесі
 Диаграмма 2 – Детализация стратегических нарушений

Diagram 3 shows the average number of violations per lesson, illustrating patterns across the observed classes.

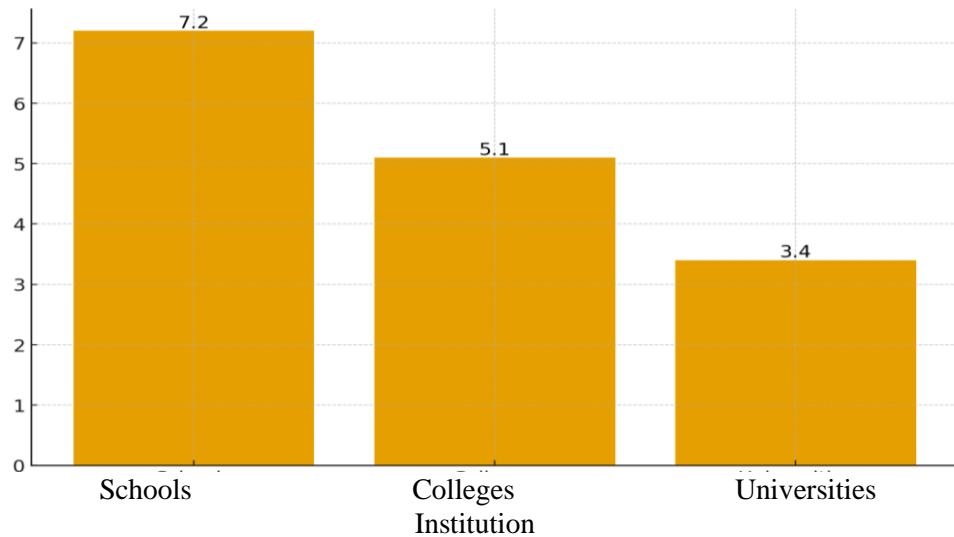


Diagram 3 – Average Violations per Lesson
 Диаграмма 3 – Сабакқа шаққандағы орташа бұзушылықтар
 Диаграмма 3 – Среднее количество нарушений за урок

Diagram 4 compares violations in online lessons, revealing distinctive features of digital learning environments.

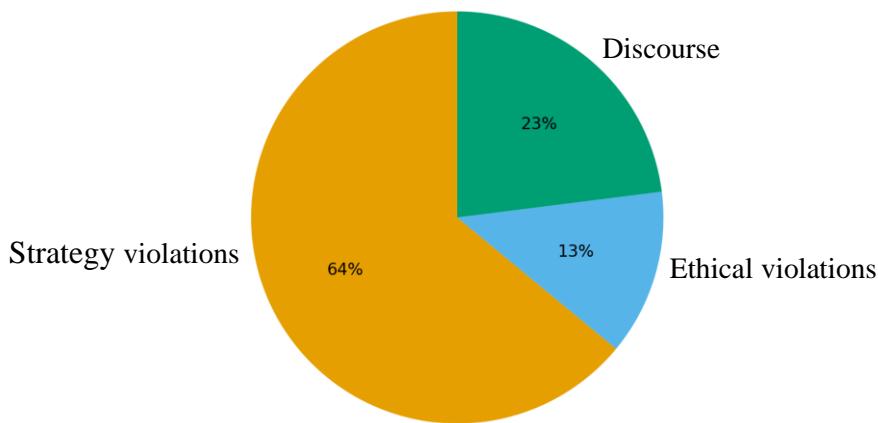


Diagram 4 – Violations in Online Lessons
 Диаграмма 4 – Онлайн сабактардағы бұзушылықтар
 Диаграмма 4 – Нарушения в онлайн-уроках

These data indicate that younger learners and online environments generate more communicative instability. The analysis of our own experience confirmed the results obtained from the analysis of the educational institutions.

At the present stage, as D. Howarth et al. (Howarth et al., 2000) note, discourse theory has become an effective analytical tool across educational systems. The results of the current study show that Kazakhstani pedagogical discourse generally demonstrates high levels of communicative culture, minimal unethical behaviour, and a predominance of pedagogically justified deviations – findings that align with global tendencies but also reveal important regional specificities.

Comparison with international patterns of linguistically relevant violations

1. Deviations from pedagogical strategies

Our study shows that most violations in Kazakhstan occur at the level of strategy deviation (organising, explaining, controlling, facilitating, evaluating). This pattern mirrors findings in the post-Soviet space, where Karatanova (2003) also reports that pragmalinguistic deviations account for 65% of violations. However, Kazakhstani classrooms show lower explicit authoritarian behaviour compared to Russian and Eastern European contexts.

In contrast, studies from Western educational systems – for example, the USA and UK – emphasise that violations predominantly arise from teacher – student misalignment in discourse roles, especially in systems encouraging student autonomy (Grifenhagen, Barnes, 2022). There, the shift from the IRF (initiation – response – feedback) model toward dialogic teaching increases the potential for misunderstanding, but decreases authoritarian tendencies.

2. Ethical violations

The Kazakhstani classroom demonstrates minimal ethical violations, which correlates with Liu's (Liu, 2021) view that strong normative cultures reduce aggressive or inappropriate discourse. This differs significantly from:

- Chinese contexts, where Wang et al. (Wang et al., 2021) observed higher rates of unethical tendencies related to academic pressure and hierarchical traditions.
- American classrooms, where Bachurka's (Bachurka, 2017) comparative analysis showed that although positive evaluative acts dominate, negative remarks occur at rates similar to Kazakhstan, yet are often mitigated by emotional support strategies.

Thus, Kazakhstani pedagogical ethics align more with Western supportive communication models than with several Asian or post-Soviet contexts.

3. Discourse switching and interdisciplinarity

Discourse replacement in Kazakhstan (e.g., shifting from pedagogical to cultural or everyday discourse) mostly serves as a motivational or explanatory tool. This is consistent with findings from multilingual educational systems such as Singapore or the Netherlands, where Kaufmann & Wiering

(Kaufmann, Wiering 2021) note that code-switching and discourse switching function as strategies for contextualisation and cognitive scaffolding.

However, unlike in US or UK classrooms, where such shifts are often integrated into formal pedagogical design (project-based learning, inquiry-based learning), in Kazakhstan they appear more spontaneous and teacher-initiated, revealing a hybrid of traditional and innovative communicative models.

4. Communication barriers and intercultural factors

International studies indicate that communication barriers most frequently arise from:

- language differences (Malaysia: 41% of respondents; Malek et al., 2018);
- perceptual and emotional barriers;
- cultural mismatches.

In Kazakhstan, despite multilingualism (Kazakh – Russian – English), language-based barriers surfaced minimally, suggesting a relatively homogeneous communicative environment in the institutions studied. This distinguishes Kazakhstan from many multicultural systems, where linguistic diversity significantly shapes classroom discourse.

5. Online discourse and pandemic-driven changes

Like other countries during the COVID-19 pandemic, Kazakhstan shifted toward multimodal and digital instruction, which introduced new communicative challenges similar to those described by Meulenbroeks et al. (Meulenbroeks et al., 2022). Examples observed in Kazakhstani classrooms – such as verbal authoritarian commands (“Turn off your microphone”, “Stop moving”) – mirror global findings that online space often amplifies control-oriented strategies.

However, cooperative and liberal styles of communication (e.g., teachers encouraging more open interaction) resemble the patterns described by Mendo-Lázaro et al. (Mendo-Lázaro et al., 2022), aligning Kazakhstan with international trends toward student-centred digital pedagogy.

Alignment with International Models of Pedagogical Discourse

Kazakhstan and the Western Discourse Model

The minimal presence of unethical speech and the teacher’s reliance on clarification, explanation, and facilitation correspond to Western dialogic traditions, where the focus is on:

- promoting interaction;
- minimizing aggressive behaviour;
- fostering supportive feedback (Wasik et al., 2022).

This suggests that Kazakhstan is gradually shifting from traditional Soviet teacher-centred discourse to more collaborative and communicative practices.

Kazakhstan and Asian Educational Systems

Compared with China, Malaysia, and other Asian systems, Kazakhstan demonstrates:

- fewer authoritarian communicative acts;
- fewer emotional or cultural communication barriers;
- less prevalence of hierarchical discourse structures.

This positions Kazakhstani discourse closer to European communicative norms than to some Asian models characterised by rigid hierarchy.

Kazakhstan’s Distinctive Features

The study reveals features unique to Kazakhstani pedagogical discourse:

1. Interdisciplinary discourse switching as a culturally embedded practice;
2. High linguistic courtesy and strong ethical orientation;
3. Moderate hybridisation: elements of tradition coexisting with modern communicative approaches;
4. Stable multilingual environment with fewer linguistic misunderstandings than expected;
5. Teacher-initiated structuring of discourse, reflecting the transitional nature of Kazakhstan’s educational reforms.

Implications for Future Development of Pedagogical Discourse in Kazakhstan

Comparison with international practices highlights several directions for further improvement:

- adopting structured dialogic methods widely used in Western classrooms;

- strengthening student autonomy to reduce strategy-based violations;
- integrating formal discourse-switching frameworks, rather than relying on teacher improvisation;
- developing a national system for monitoring unethical communication, similar to China's tendency-scale model;
- expanding digital competences to minimise online communication failures observed globally and locally.

The expanded empirical base confirms the patterns identified in earlier studies and provides a more nuanced understanding of linguistically relevant violations in Kazakhstani pedagogical discourse. The enlarged dataset (312 communicative episodes across 30 lessons) demonstrates the persistence of dominant pragmalinguistic deviations, in line with Karatanova's (Karatanova, 2003) findings and subsequent research on discourse stability.

1. Dominance of pragmalinguistic violations

The aggregate value of 57% for strategy-related violations is consistent with international trends wherein structural and procedural deviations outnumber ethical ones. This reinforces the notion that pedagogical discourse is highly sensitive to communicative strategy adherence, especially in primary and secondary schools.

2. Influence of educational level

The comparative institutional analysis demonstrates that the frequency of violations is inversely proportional to student age and educational level. Schools exhibit the highest rate of disruptions (7.2 per lesson), reflecting developing learner autonomy, uneven turn-taking, and heightened teacher control. Colleges and universities display more stable discourse, with universities showing the lowest violation rates due to more collaborative communication practices and mature recipient behaviour.

3. Impact of digital learning environments

Online lessons, which accounted for a significant subset of the expanded data, showed increased strategy violations (64%) and ethical deviations (13%). The absence of physical presence, muted microphones, and increased teacher monitoring demands destabilize communicative flow. These findings align with global research indicating elevated emotional tension and reduced feedback quality in virtual classrooms.

4. Discourse replacement as a contextual tool

Discourse shifts – into cultural, historical, domestic, or scientific domains – were recorded in 34% of episodes. While sometimes perceived as deviations, these shifts frequently served as pedagogically meaningful expansions designed to stimulate interest, establish intersubject connections, or contextualize theoretical concepts. Therefore, not all discourse replacements should be classified as negative; some function as deliberate instructional strategies that enrich the learner experience.

5. Ethical considerations

Ethical violations remained comparatively low (6% overall), demonstrating a high level of professional culture in Kazakhstani classrooms. However, introspective data from the researcher-teacher indicated that emotional state remains a key risk factor. This supports international findings that teacher well-being, workload, and stress levels significantly influence ethical behaviour in classroom discourse.

6. Integration of international insights

The results of this study align with global tendencies highlighted by researchers such as Mendoza-Lázaro, Wasik, and Wang, who emphasize cooperative learning, feedback culture, and ethical modelling as central predictors of communicative stability. The Kazakhstani context, shaped by trilingualism, post-pandemic digital adaptation, and curriculum reforms, reflects these tendencies while adding its unique linguistic and cultural dynamics.

In summary, the expanded dataset deepens understanding of the mechanisms behind communicative deviations and highlights the need for continued professional training in discourse strategy, digital pedagogy, and ethical interaction.

At the present stage, as D. Howarth et al. (Howarth et al., 2000), discourse theory has achieved significant results. The method of discourse analysis, which has been attributed such shortcomings as lack of methodological certainty and conceptual vagueness, has shown significant results in terms of

practical application. A study of Kazakhstani pedagogical discourse has demonstrated not only high levels of classroom learning, but also ethical behaviour within the classroom.

A.F. Freed (Freed, 2015) suggests three theoretical approaches to describing institutional discourse: conversational analysis, interactive sociolinguistics and critical analysis. Institutional discourse has two purposes: to describe work-related interactions, and to help correct problems that arise in interactions. Linguistically relevant disorders were investigated in terms of identifying deviations from pedagogical discourse in order to further eliminate or minimise them in the learning process.

The problem of the impact of discourse analysis method on text reading skills was addressed by D. Kapanadze (Kapanadze, 2018), whose study proposed an authentic test model to determine the difference between the experimental group in which the basics of discourse analysis were applied and the group in which traditional methods were taught. The study revealed that the discourse analysis method led to improved reading comprehension, text analysis, as well as critical thinking and communicative skills. The Kazakhstani pedagogical discourse is shaped in terms of modern teaching norms and fully meets the established standards.

Y. Ji (Ji, 2015) examines the experimental methodology of a new discourse-oriented approach to listening with its predominant characteristics: schema construction, relevance, coherence, which are important for the development of communicative competence. The results of the study showed that listening became more effective in the process of implementing a discourse-based approach to listening and comprehension of texts. In general, pedagogical discourse has changed dramatically in recent years due to the coronavirus pandemic and the introduction of new technologies in teaching, so in this study, in addition to standard lessons, online lessons were also considered.

Unethical tendencies in professional pedagogical communication involve behavioural manifestations between teacher and students during teaching and life. J. Wang et al. (Wang et al., 2021) developed a two-factor scale model of unethical professional behaviour in teaching (school and non-school) life based on a survey of 2000 Chinese students. It can be further used to improve professional communication in school and college environments. The study of linguistically relevant violations showed that in the schools, colleges and universities under consideration in Kazakhstan the deviations related to etiquette rules are minimal.

The main issue of S.A. Reynolds-Case's (Reynolds-Case, 2009) study was not the impact on teacher style, but rather the consideration of how teacher ability affects pedagogical discourse in the target language learning process. The author points out that teachers who are not native speakers of the target language are better at identifying student learning and are also able to assess student progress. Switching the linguistic code is also one of the advantages for non-native speakers of the target language. In Kazakhstan the issue of multilingualism and multiculturalism is important within the pedagogical discourse as Kazakh, Russian and English are taught in the country. As the learning process often takes place within one of the stated languages, children may have additional questions regarding the translation of terms, leading to breaches in pedagogical strategies or a change of pedagogical discourse to everyday life. The term 'classroom discourse' is defined as a cultural space that is a point of intersection and juxtaposition between different discourses. It includes not only communication directly in the classroom during lessons, but also extends to work outside the classroom (excursions, visits to museums, zoos, planetariums). Modern classrooms are becoming virtual as digital devices are used to implement the work. The technological level also affects communicative processes as well as speech activities in the learning process.

Communication in the 21st century is mediated not only by speech, facial expressions and gestures, but also by interaction through video chats and forums. Multimodality raises the status of written and visual communication, which goes beyond learning only 'in the physical room'. According to C.S. Tang (Tang, 2020), dialogue in the classroom is based on two patterns: one focuses on teacher and student activities and the other on content and the acquisition of scientific knowledge. The study of linguistically relevant disorders needs to be carried out not only within the 'classroom' discourse, but also during communication outside the classroom. The laws of pedagogical ethics apply to working with children regardless of the communicative circumstances, as the communicative roles of initiator

and recipient are maintained.

J.F. Grifenhagen and E.M. Barnes (Grifenhagen, Barnes, 2022) specify the types of classroom discourse: narration, explanation, presentation, argumentation, questioning. This classification is based on the content of the message and the purpose of the addressee, and is also based on the linguistic and cultural experiences of the students. Discourse within the classroom can also be influenced by the factor of the number of recipients. The traditional pattern in teacher-student communication is “initiation-response-evaluation” as used in didactic teaching. At the present stage, the toolkit of pedagogical discourse has expanded considerably to include many structures and strategies. The primary grades use the method of conversation as well as discussion to address various disciplinary issues. Discourse also includes discussion, which gives students the opportunity to express themselves with a minimum of support from the teacher. However, the forms of this pedagogical involvement should be comfortable for all participants in the communication, otherwise it may lead to a breach of the explaining, controlling or evaluating pedagogical strategy.

The teacher is engaged in modelling the desired discourse as he or she responds to the students' manifestations with praise, comments or prompts. It also includes casual conversations of an informal nature and utterances that require clear communicative patterns of interaction (mathematical explanation). The practice of research on linguistically relevant disorders has shown which forms and patterns of speech behaviour have a positive impact on teacher-student learning and communication and which are better minimised or eliminated. The productivity of discourse is determined by students' adjustment and integration into the communicative processes of the classroom, but not by full linguistic control. The social forms of interaction in the pandemic process have changed significantly. The current stage of pedagogical discourse in Kazakhstan involves the use of visual didactic materials and online lessons. There is a growing need to use presentations, audio and video resources.

Thus, contemporary research addresses issues related to linguistically relevant deviations: pedagogical ethics, new forms of learning in a pandemic setting, shaping communicative activity in the classroom through patterns of interaction, frequency of communicative acts use. It should be noted that there are very few holistic works that fully analyse pedagogical discourse deviations in Kazakhstan.

Conclusions

The expanded study of Kazakhstani pedagogical discourse demonstrates a consistently high level of professional ethics and communicative culture among teachers and students. The analysis of 30 lessons across 10 institutions confirmed that pedagogical communication in Kazakhstan largely adheres to modern educational standards, combining diverse communicative strategies with a clear instructional purpose.

The most frequent deviations involve shifts in pedagogical strategies (57%) and discourse replacement (36%), while ethical violations remain minimal (6%). Importantly, many discourse shifts serve pedagogical functions, enriching learning rather than disrupting it. Strategy deviations typically stem from instructional pressure, classroom dynamics, or digital communication constraints, particularly in online lessons, where violations rise significantly.

The findings highlight several key implications:

1. Pedagogical discourse requires continuous monitoring and refinement to maintain communicative balance.
2. Teacher training should emphasize communicative strategy management, especially in digital environments.
3. Ethical stability correlates strongly with teacher well-being, indicating the need for institutional support systems.
4. Discourse extensions should be recognized as legitimate instructional tools when used to enhance understanding.

This study, integrating expanded empirical data with previous theoretical insights, provides a strengthened foundation for further comparative research across countries and educational levels. Future directions may include cross-cultural discourse analysis, machine-learning approaches for detecting unethical statements, and longitudinal tracking of communicative practices in multilingual educational environments.

The study of Kazakhstani pedagogical discourse showed a high degree of compliance with professional ethics of teachers and students, which has a direct positive impact on communicative processes related to teaching young worship. Communication between the initiator and addressees was characterized by a combination of different communicative strategies and acts of speech activity with a learning and educational purpose within the learning process in Kazakhstan.

Linguistically relevant violations in pedagogical discourse occurred most often at the level of deviation from the stated strategy (organising, explaining, controlling, facilitating, evaluating) or purpose of communication (transferring pedagogical discourse to cultural-historical, medical, domestic). As a rule, these types of violations were communicatively justified and did not lead to conflicts within the team. The atmosphere in the lessons was in accordance with the norms of professional ethics and there were seldom comments on the behaviour of the students.

Deviation from pedagogical discourse was often caused by inter-subject links: for example, referring to the cultural and historical heritage of Kazakhstan in a chemistry lesson, translating into everyday discourse to defuse the lesson and increase students' interest in the stated topic. The explanatory strategy violation was caused, as a rule, by the teacher's desire to further explain the information. The controlling and facilitating strategies were violated in the situation when the teacher doubted the abilities of his pupils, and the deviation from the evaluating strategy indicated the teacher's disappointment in the pupil's knowledge.

The linguistic tasks set in this study have been fulfilled, as the pedagogical discourse in Kazakhstani secondary and higher educational institutions in Almaty has been analysed. Priority directions in further linguistic practice could be the following: studying different countries of the world in the context of pedagogical discourse development and determination of statistics and frequency of different types of linguistically relevant violations, conducting comparative research on the level of professional ethics and communicative parameters, evaluation of the role of communication and classroom environment in relation to learning new information.

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