

FEATURES OF VERBAL INFLUENCE IMPLEMENTATION IN CONTEMPORARY PEDAGOGICAL DISCOURSE (BASED ON THE MATERIAL OF UKRAINIAN LANGUAGE TEACHING)

CARACTERÍSTICAS DA IMPLEMENTAÇÃO DA INFLUÊNCIA VERBAL NO DISCURSO PEDAGÓGICO CONTEMPORÂNEO (BASEADO NO MATERIAL DE ENSINO DE LÍNGUA UCRANIANA)

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Abstract. The modern development of pedagogical discourse in Ukraine to ensure the implementation of verbal influence for pedagogical purposes is becoming increasingly important. This is due to the rapid development of the educational process, changes in the form of communication channels, and the strengthening of teachers' role as one of the main academic sources. Implementing verbal influence in pedagogical discourse serves a motivational and stimulating function. Therefore, to enhance the effectiveness of the educational process, it is necessary to improve the qualifications of educators and foster their creative approaches. This article's research aims to outline the key principles of implementing verbal influence in contemporary pedagogical discourse and to enhance the educational process through language means. The research goals include: defining the structural elements of verbal influence and methods of its implementation; analyzing the components of pedagogical discourse and modern practices of its application; strengthening the role of the teacher's influence. The authors use scientific research methods to analyze the basic principles of verbal influence, methods and techniques of modern use to improve an educational process. The article examines the following aspects: the application of pedagogical discourse; the possibility of its integration with the educational process and upbringing through verbal influence; the issue of strengthening the role of pedagogical activity as the main means of ensuring learning effectiveness. Special attention is paid to using Ukrainian language culture to improve national and patriotic education, as well as to stimulate reflective listening and increase interest in learning. The research methodology is based on analyzing information sources regarding pedagogical discourse and its potential integration into pedagogical activities. The obtained results can be helpful from the perspective of improving the educational process through pedagogical discourse in the Ukrainian language and strengthening the role of verbal influence in pedagogical activity.

Keywords: linguistics, linguodidactics, verbal (linguistic and speech) influence, pedagogical discourse, Ukrainian studies, Ukrainian language.

Resumo. O desenvolvimento moderno do discurso pedagógico na Ucrânia para garantir a implementação da influência verbal com finalidade pedagógica está a ganhar cada vez mais importância. Isso se deve ao rápido desenvolvimento do processo educacional, às mudanças na forma dos canais de comunicação e ao fortalecimento do papel do professor como uma das principais fontes acadêmicas. A implementação da influência verbal no discurso pedagógico desempenha uma função motivacional e estimulante. Portanto, para aumentar a eficácia do processo educativo, é necessário melhorar a qualificação dos educadores e fomentar as suas abordagens criativas. A pesquisa deste artigo visa delinear os princípios-chave para implementar a influência verbal no discurso pedagógico contemporâneo e aprimorar o processo educacional por meio da linguagem. Os objetivos da pesquisa incluem: definir os elementos estruturais da influência verbal e os métodos de sua implementação; analisar os componentes do discurso pedagógico e as práticas modernas de sua aplicação; fortalecendo o papel da influência do professor. Os autores utilizam métodos de pesquisa científica para analisar os princípios básicos da influência verbal, métodos e técnicas de uso moderno para melhorar um processo educacional. O artigo examina os seguintes aspectos: a aplicação do discurso pedagógico; a possibilidade de de sua integração com o processo educativo e de formação por influência verbal; a questão do reforço do papel da atividade pedagógica como principal meio de garantir a eficácia da aprendizagem. É dada especial atenção à utilização da cultura da língua ucraniana para melhorar a educação nacional e patriótica, bem como para estimular a escuta reflexiva e aumentar o interesse pela aprendizagem. A metodologia de investigação baseia-se na análise de fontes de informação sobre o discurso pedagógico e seu potencial integração nas atividades pedagógicas. Os resultados obtidos podem ser úteis na perspectiva de melhorar o processo educativo através do discurso pedagógico em língua ucraniana e de fortalecer o papel da influência verbal na atividade pedagógica.

Palavras-chave: linguística, linguodidática, influência verbal (linguística e de fala), discurso pedagógico, estudos ucranianos, língua ucraniana.

INTRODUCTION

In the modern conditions of pedagogical discourse development, ensuring verbal influence can be carried out based on oral and written communication, as well as utilizing various techniques such as changes in intonation, content richness, manipulation of speech tempo, and more. The significance of employing pedagogical discourse is driven by the rapid advancements in science and the increased value of moral and ethical education. Therefore, improving the quality of verbal influence through pedagogical discourse in educational activities will be paramount for contemporary educational institutions.

The peculiarities of language development significantly impact the formation and use of pedagogical discourse. It enables the construction of a value-based education system, considering the educational institution's cultures and teaching traditions. Additionally, verbal influence encompasses a range of structural elements. It affects both content and emotional depth, as well as grammatical structural components. Depending on their order and usage rules, these elements can exert a variable influence on students.

The importance of employing pedagogical discourse is driven by the proliferation of digital technologies and the increased demand for distance communication channels. Under such circumstances, the quality of verbal influence holds significant importance as it can serve both a stimulating and motivational function. The use of methods for implementing verbal influence in pedagogical discourse leads to a series of innovative processes. These processes also include the emergence of creative teaching approaches.

Globally, the use of pedagogical discourse is always relevant, as it enhances the role of speech and language in the educational process. The incorporation of neologisms into one's own scientific and pedagogical discourse can serve as terminology and be interpreted according to the language of usage.

The use of verbal influence should be based on strengthening pedagogical discourse by improving the quality of scientific and pedagogical work, enhancing professional competence, and seeking individual approaches to students.

LITERATURE REVIEW

The issue of implementing verbal influence in pedagogical discourse receives significant attention regarding the development of pedagogical activities and the enhancement of the role of educational institutions in the modern education system. According to Kucukaydin (2019), verbal influence consists of oral and written communication tools aimed at stimulating cognitive functions. These tools can contribute to forming imagery and understanding various phenomena. Barrett (2021) presents an interesting perspective, suggesting that contemporary verbal influence is realized through the correct construction of phrases, the application of grammatical rules, and factors such as intonation, pace, and speech volume.

Bolotnikova (2020) believes that the key principles of verbal influence in the modern world involve transforming traditional teaching approaches into digital ones, as remote communication methods require educators to employ effective verbal influence through spoken language. The research on the pedagogical discourse formation, its components and further use is equally important in the scientific literature. According to Akimova (2020), pedagogical discourse serves as a means of communication and information transmission for the addressee. It relies on the use of specific language tools and speech techniques.

Pedagogical discourse can be realized by introducing language culture and ethics, as a set of specific characteristics accompanies any pedagogical discourse. According to Bakar (2022), pedagogical discourse is considered as a means of communication in the learning environment. It constantly evolves following the development of academic disciplines, science, communication environment, and educational processes.

Haidamaka (2022) pays attention to the specifics of using pedagogical discourse based on forming and implementing a particular language group or a specific language. For example, Rosenkvist (2020) suggests that language can have a qualitative impact not only on the acquisition of knowledge but also on shaping moral and ethical education. According to Shvets (2019), the use of pedagogical discourse should be based on the literary language of a particular country. Moreover, it should be implemented to enhance the effectiveness and quality aspects of its application in pedagogical activities.

Shevchenko (2022) found that contemporary practices of verbal influence are mainly applied to reinforce the value of pedagogical and educational material. García (2019) believes that focusing attention is a key pedagogical tool that can draw students' attention to the topic of study and constitute valuable material in the context of moral and ethical education. According to a study by Berezivska (2023), the ways

of implementing verbal influence can vary depending on the pedagogical goal and the teaching of a particular academic discipline.

In today's world, the use of pedagogical discourse is becoming increasingly important and relevant, as Weir (2018) notes. In particular, this is due to changing trends in the educational market and the increasing role of pedagogical discourse implementation. Consequently, in the modern scientific community, research on the specifics of verbal influence implementation based on pedagogical discourse is vital for ensuring an effective educational process.

AIMS

The article aims to analyze the specifics of verbal influence in modern pedagogical discourse based on the use of language, phrases and aspects of correct speech construction. Another important research area is the analysis of pedagogical discourse transformation according to pedagogical goals, as well as moral and ethical education needs. The main tasks of this article include:

- to study the structural elements of pedagogical discourse and verbal influence;
- to research the peculiarities of their interconnection;
- to study the practice of using them in pedagogical activities.

The article focuses on analytical data on the practice of pedagogical activities in educational institutions and some key aspects of using oral and written communication. The study can help to improve the quality of using pedagogical discourse, achieving the set goals in educational institutions, improving teachers' competence and creating conditions for further development of pedagogical discourse. A reasonable direction in this study is to focus on the peculiarities of verbal influence implementation based on the use of the Ukrainian language. Another suggestion is to ensure such an influence both during the educational and for moral and ethical education purposes.

MATERIALS AND METHODS

The analytical study outlines the peculiarities of using verbal influence implementation in the context of introducing pedagogical discourse to ensure pedagogical goals based on scientific research methods. These methods were applied to reveal the essential aspects of verbal influence, the peculiarities of pedagogical discourse, and the description and characteristics of linguistic aspects. The research method was used to analyze the essence of pedagogical discourse, to reveal the essence and aspects of structural elements, and to describe the peculiarities of verbal influence formation in the conditions of modern transformation of the educational process. This method also allowed us to analyze the basic principles of forming verbal influence on moral and ethical education using the Ukrainian language. The analytical method was introduced to improve the quality of analysis of the construction of sentences, grammatical rules, correctness of word order and sentence structure. All this can ultimately ensure the effectiveness of material comprehension. The problem of implementing verbal influence in contemporary pedagogical discourse is solved through the use of speech volume, tempo, emphasis, and the infusion of a particular emotional tone. Based on the application of the abstraction method, the meaningfulness of words during the educational process and pedagogical activities was analyzed. The article proposes an original methodological approach to the features of the implementation of verbal influence and possible prospects for its further development. The applied research methods allow for the formation of a comprehensive picture of the contemporary pedagogical discourse in the use of the Ukrainian language and a detailed study of the specifics of verbal influence. Approaches to verbal influence in modern pedagogical discourse are based on the use of analytical research methods. Therefore, the proposed research methodology allows the authors to present the obtained results.

RESULTS

Pedagogical discourse, by its very nature, involves the use of verbal and non-verbal means of influencing the addressee to form educational evaluative assumptions to create a visual representation and focus attention on the educational program. The peculiarities of using pedagogical discourse encompass implementing a comprehensive system of tools to enhance the quality of material assimilation and improve their application in teaching. In the modern world, there is a growing emphasis on the figurative nature of speech and the ability to convey information through abstraction, engage cognitive skills, and so on.

Pedagogical discourse is an effective tool aimed at educational activities. It can achieve educational goals in institutions that use this approach to enhance the learning process and ensure high educational outcomes and goals.

The issue of using pedagogical discourse based on the impact of verbal means is the top priority task for pedagogical activities. The implementation of effective methods and techniques of teaching can ensure the quality of educational outcomes, strengthen aspects of academic work, and so on. The implementation of verbal influence under current conditions is gaining increasing importance due to the peculiarities of using information transmission forms and personalizing information. With the development of digital technologies and communication channels, there are increasingly more options for communication. This, in turn, places demands on educators to effectively master their speech and use specific expressions and idioms to enhance the quality of educational work. In the context of the COVID-19 pandemic, the number of distance education institutions has increased by more than 90% in Ukraine. In addition, according to the World Bank estimates, this trend continues and tends to grow further. In such circumstances, the use of verbal influence is of great importance for ensuring effective and well-planned education.

The main tools of verbal influence include the meaningfulness of oral and written speech. It implies the use of meaningful terminology and phrases, clarity and orderliness of their use, as well as the strengthening of grammar and punctuation role. In addition to meaningfulness and word order, verbal means include intonation, tempo, and loudness of speech. The key principles in educational work for teaching purposes involve the use of pedagogical discourse. It has specific conditions and rules for the use of verbal means. For example, pedagogical discourse emphasizes attention to learning materials and addressing students who need to master the content. Therefore, the use of meaningful words with a moderate intonation, at a sufficient volume and slow pace, is the most common example of pedagogical discourse application in a modern learning environment. It is important to note that the aspects of using verbal means may vary depending on the conditions of educational activities depending on the audience's location, time, and characteristics. When teaching, educators should be prepared for the correct factors of presenting educational material and analyze their audience, age, hobbies, and cultural orientation.

The specifics of cultural reference points are one of the most modern important means for the correct formation of pedagogical discourse. Thus, these features can consider moral and ethical means of speech and how to use them. Typically, each country has its mentality, cultural values, and factors inherent to a specific cultural group. When using verbal means, the most crucial aspect is the use of language, its resonance with the content of the presented material, the use of specialized expressions, and the ability to introduce certain idioms, phrases, and variations of metaphors that are permissible in teaching. Cultural language factors enable educators to use the most appropriate means of influence on students. Based on their own family and educational upbringing, the students have their own culture, familiarity with linguistic sounds, and so on. Therefore, language matters remain an essential aspect of a teacher's educational and upbringing activities. They ensure the effectiveness of their pedagogical work. A high level of proficiency in teaching language allows for the accurate transmission of educational material and the application of psychological influence elements. These elements can manifest as motivational, educational, and stimulating components in teaching.

Regarding the specifics of the Ukrainian language in pedagogical discourse, it is endowed with a high level of its native terminology and the presence of traditional cultural phrases. Besides, the Ukrainian language has expressions that can be used to reinforce educational, moral and ethical information. Thus, when using the Ukrainian language in pedagogical activities, there are significant opportunities to focus students' attention on the provided material. Additionally, the use of the Ukrainian language can contribute to national-patriotic education. In Ukraine's modern geopolitical conditions, this education area is one of the state's priority tasks. The use of the Ukrainian language can help address not only educational issues but also counteract the negative informational influence of an aggressor country, ensure future generations' moral and ethical growth, and embrace one's traditions, cultural aspects, and the specifics of correct literary speech. Under these conditions, pedagogical discourse based on using the Ukrainian language should be well-formed, align with the state's global policy, and provide real educational and scientific benefits for students. The specifics of verbal influence implementation while using the Ukrainian language are shown in Table 1. The table depicts a detailed description concerning the implementation of pedagogical discourse based on the use of the Ukrainian language.

Table 1. The means of implementing verbal influence by using the Ukrainian language in pedagogical discourse.

| Verbal influence means | Content | Expected results |
|--|---|--|
| Speech influence of the Ukrainian language | Utilization of the literary language and implementation of grammar, speech and etiquette standards. | Improving the quality of the language, grammar and speech culture proficiency. |
| Specifics of sentence and phrase building | Correct speech articulation, intonation usage, and peculiarities of conducting pedagogical discourse. | An ability to use phrases and construct sentences. |
| The use of dialects, national and patriotic idioms | The use of words and phrases typical for the Ukrainian language. The use of certain idioms to improve aural memory. | Strengthening the quality of the traditional Ukrainian literary language and improving its consonance. |
| Introduction of Ukrainian metaphors into pedagogical discourse | The introduction of various Ukrainian metaphors and proverbs creates a springboard for a deeper understanding of the Ukrainian language aspects and reflects its emotional colouring. | Strengthening the role of national and patriotic education and honouring traditions. |
| Focusing on linguistic neologisms | The use of modern terminology, gestures in conversation, and strengthening verbal influence role. | An ability to use modern terminology in scientific activities. |
| Creating an effective (in terms of speech) dialogue | An ability to plan the structure of a pedagogical lesson, discourse, style and speech culture. | The effectiveness of classes, strengthening the role of verbal influence on learning abilities. |

Source: compiled by the authors.

The means of using the Ukrainian language depicted in Table 1, aimed at enhancing verbal influence when applying pedagogical discourse, should be implemented according to the set pedagogical goals. First and foremost, in pedagogical activities, the value and meaningfulness of educational material should be considered. Grammatical correctness and credible presentation of the material should be key aspects of the pedagogical discourse. The use of modern terms and features of educational phrases, abundant in the Ukrainian language, should convey the material's meaningfulness, the author's viewpoint, and the aim for constant improvement. Considering the contemporary scientific and technological progress and widespread digitization, the Ukrainian language is introducing more scientific neologisms that should be used as literal terms in English with possible explanations for students. Implementing such a principle in pedagogical discourse will have valuable educational effects. This principle will improve the quality of material perception. The next important goal of using the Ukrainian language with its specific verbal impact is to ensure national and patriotic education. It is a strategic issue in the context of Ukraine's politics and situation. Therefore, improving the Ukrainian language in pedagogical activities should be of a high level and make up the bulk of the studied material, which is taught through its use.

Verbal influence in pedagogical discourse is based on the content and consistency of the phrases used. The Ukrainian language has a long history and has undergone significant development. It allows forming an effective literary pedagogical discourse that can exert a positive verbal influence on students. The use of traditional speech tools present in Ukrainian culture will stimulate the improvement of material understanding. The presence of a significant part of proverbs, fairy tales, and features of educational discourse used in the scientific environment can create a contemporary educational culture in Ukraine. The issue of forming a modern scientific culture through using the Ukrainian language ensures the improvement and development of science in any field of its application and use. Therefore, giving sufficient attention to this segment can enhance the quality of educational and pedagogical work.

The use of the Ukrainian literary language is most important in pedagogical discourse. It requires certain grammatical rules, speech accuracy, and correct word choice based on the modern Ukrainian language rules. However, when forming patriotic education and ensuring moral values, it is worth focusing on the specifics of introducing specialized dialects, archaisms and variable means of speech that are not commonly used in daily life. Hence, such a practice can have real significance for enhancing the quality of formation and implementation of verbal influence in contemporary pedagogical discourse.

The specificity of verbal influence in pedagogical discourse for learning the Ukrainian language includes several important aspects.

Use of language tools to stimulate students' speaking activity

Teachers should be able to encourage students to actively communicate in the Ukrainian language, using various language games, dialogues, discussions, etc. The use of linguistic means to stimulate students' speech activity is an important component of the pedagogical process. We will give examples of sentences that the teacher can use for this purpose in the form of Table 2.

Table 2. The use of linguistic means to stimulate students' speaking activity with examples of sentences.

| № | Question type | Content of the question |
|----|--|---|
| 1. | Questions that stimulate discussion of the topic | Can you give examples of when you use the Ukrainian language in your everyday life? Share your experience with the class |
| 2. | Tasks for expressive expression of thoughts | Share your opinion about the chosen literary work. How did the words or images in this text strike you? |
| 3. | Role-playing games and situational tasks | Imagine that you are conducting an interview with a famous Ukrainian writer. What questions would you ask her and how would you start this interview? |
| 4. | The task of creating a short monologue | Share a short story about your favorite book or movie in Ukrainian. Try to convey your impressions and feelings. |

Source: compiled by the authors.

These sentences contribute to the active use of the Ukrainian language in the classroom and develop students' speaking skills.

Taking into account the individual characteristics of students

Pupils have different speech literacy and level of knowledge of the Ukrainian language. Teachers must be ready for an individual approach to each student and provide additional support to those who need it. Taking into account the individual characteristics of students is a fundamental principle of effective teaching and pedagogical influence on learning the Ukrainian language. This aspect refers to the fact that each student is unique and has his or her own knowledge levels, interests, motivations and personality traits. In the form of Table 3, we will present several ways in which a teacher can take into account the individual characteristics of students when teaching the Ukrainian language.

Table 3. Ways in which a teacher can take into account the individual characteristics of students when teaching the Ukrainian language

| № | Method | Description |
|----|---|--|
| 1. | Differentiated learning | Determining the individual needs of each student and developing individual learning plans, taking into account their current level of knowledge. |
| 2. | Utilization of various methods and approaches | The application of various teaching methods and pedagogical approaches to address individual needs and learning styles of students. |
| 3. | Development of Interests | Identifying students' interests and involving them in the learning process, creating educational materials that match their interests |
| 4. | Psychological support | Creating psychological support and a conducive learning environment, taking into account the emotional state and psychological characteristics of students |

Source: compiled by the authors.

Taking into account the individual characteristics of students helps educators make the teaching of the Ukrainian language more effective, personalized, and ensures better acquisition of language skills by each student.

Use of positive reinforcement

Teachers can encourage students to actively learn the Ukrainian language by using positive reinforcement, such as praise, recognition of success, awards, etc. The use of positive reinforcement is an important element of pedagogical influence on learning the Ukrainian language and aims to encourage

students to actively study the language and achieve the best results. This approach is based on rewards, praise, and positive reinforcement given to students when they demonstrate certain achievements or learn effectively. Consider in Table 4 several key aspects of the use of positive reinforcement in the pedagogical process.

Table 4. Key aspects of using positive reinforcement in the pedagogical process

| № | Key aspects | Description |
|----------|--|---|
| 1. | Praise and recognition | The teacher provides students with positive feedback and gratitude for their efforts and achievements.. |
| 2. | Awards and Incentives | Using rewards or other incentives to encourage students to be active and successful. |
| 3. | Encouragement of Independence | The educator encourages students to independently study the language and provides reinforcement for their independent achievements. |
| 4. | Consideration of individual achievements | The teacher emphasizes the individual achievements of each student and provides positive reinforcement that corresponds to their current abilities and talents. |
| 5. | Motivation for achievement. | The educator employs positive reinforcement to motivate students to achieve their goals in learning the Ukrainian language. |

Source: compiled by the authors.

The use of positive reinforcement in pedagogical discourse contributes to improving the learning process, increasing motivation, and fostering a positive attitude among students towards the study of the Ukrainian language.

Creating a Supportive Linguistic Environment

Educators should establish a conducive atmosphere in the classroom for the study of the Ukrainian language, where the language is used as a means of communication and learning. Creating a supportive linguistic environment is one of the key tasks for educators during the teaching of the Ukrainian language. A favorable linguistic environment contributes to the improvement of students' language skills, the development of their language culture, and a positive attitude towards language learning. Let's consider some aspects of creating such an environment (table 5).

Table 5. Some aspects of creating a favorable language environment

| № | Aspect | Description |
|----------|--|---|
| 1. | Using language in the classroom | The teacher actively uses the Ukrainian language during lessons and communication with students. |
| 2. | Error correction | The educator corrects the language errors of the students, supporting their efforts and assisting them in improving their skills. |
| 3. | Using various sources for language learning. | Using various resources such as texts, songs, movies, etc., to develop language skills. |
| 4. | Language games and tasks | Using special language games and tasks to develop skills and create a positive experience. |
| 5. | Fostering a culture of speech | The teacher talks about the importance of correct speech and the history of the Ukrainian language and the culture of speech |
| 6. | Cultural communication | Discussion of literary works, cultural aspects, and other topics related to the Ukrainian language and culture. |

Source: compiled by the authors.

Creating a supportive language environment helps students feel the connection between language and their everyday life, improves their language skills, and contributes to the acquisition of the Ukrainian language as part of their cultural identity.

The pedagogical discourse for teaching the Ukrainian language has its own specificity, which involves the use of linguistic means to stimulate students' speech activity, taking into account their individual characteristics, using positive reinforcement, and creating a favorable language environment. Furthermore,

it is important to utilize interactive technologies to improve the quality of teaching and promote the development of speech culture among students. The Ukrainian language is a key element of national identity and cultural heritage. Educators bear a great responsibility in imparting this language to the younger generation and shaping their skills and abilities to use it correctly and culturally. The specificity of verbal influence in pedagogical discourse helps ensure an effective process of teaching the Ukrainian language and the development of students' speech skills and abilities.

The application of the Ukrainian language in modern pedagogical discourse can have a wide range of uses and methods for ensuring verbal influence on students depending on pedagogical goals. Typically, goals and pedagogical purposes are set when using linguistic aspects. These are the most effective ways to achieve them are analyzed. In contemporary Ukrainian culture, education and pedagogical activities have always been of great importance, as they have provided teaching effectiveness and improved the quality of material perception. Many techniques in pedagogical discourse can be used in both oral and written speech. However, the most important ones are shown in Figure 1.

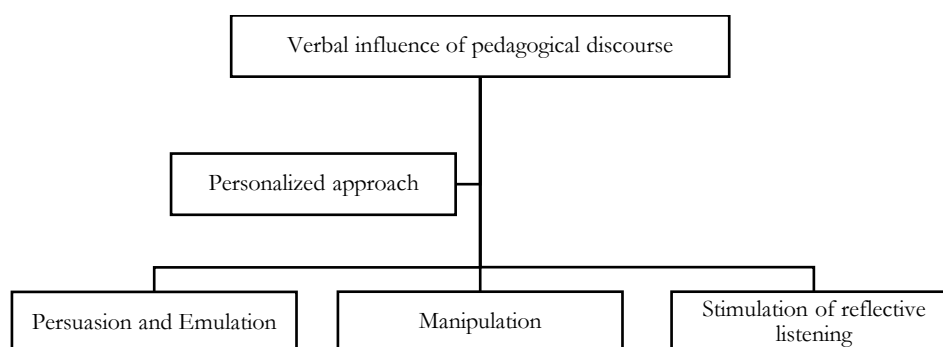


Figure 1. Specifics of verbal influence in pedagogical discourse for teaching the Ukrainian language.
Source: compiled by the authors.

The components of verbal influence depicted in Figure 1 are widely used in pedagogical discourse. They have speech features that can be used to exert a particular impact for a given educational purpose. The use of the Ukrainian language can improve the quality of each component. It directly affects the quality of mastering educational materials. Furthermore, providing a personalized approach allows for enhancing the role of the teacher's personality in their work, elevating the level of pedagogical discourse, and reinforcing the role of verbal influence. Therefore, it is worth to have a closer look at each of these elements.

When using the Ukrainian language for verbal influence, a personalized approach can be implemented by providing the student with personal traits and inherent aspects of cultural behaviour. These traits and aspects are emphasized by the meaning of words, tone and pace of the teacher's speech. Employing such a technique in the educational process helps focus students' attention and engages their cognitive skills more effectively. Moreover, a personalized approach, whether in spoken or written language, serves as a powerful tool for improving learning outcomes. Persuasion and emulation are verbal influence techniques that can function in pedagogical discourse as sources of motivation and stimulation. Additionally, emulation is a potent instrument for ensuring an effective learning process.

Manipulation in pedagogical discourse involves using a wide range of tone variations, intonations, and other linguistic elements to enhance the quality of verbal influence in pedagogical contexts. Manipulation can be applied exclusively within the educational process to emphasize the significance of specific aspects of the subject matter or curriculum, incorporating emotional nuances, traditional phrases, comparisons, neologisms, or archaisms through the use of the Ukrainian language.

Stimulation of reflective listening is a top-priority area of pedagogical skills application aimed at verbal influence for educational purposes. Stimulation occurs through attention-catching techniques, proper sentence structure, specialized grammar, word arrangement, and content presentation quality, among other factors. Thoughtful stimulation of reflective listening enhances students' learning abilities and improves their skills during the educational process.

Consequently, the specifics of verbal influence in pedagogical discourse with educational or disciplinary purposes can be implemented in different ways. It depends on the specifics of oral or written speech culture. The most inherent factors for verbal influence include the meaningful use of words, their arrangement, and the application of correct intonation, pace, and volume. Utilizing the Ukrainian language for verbal

influence can serve the purpose of effective education, promote patriotic values, and foster a love for one's country. Verbal influence in pedagogical discourse encompasses a range of methods and techniques that can help educators as follows:

- to strengthen their authoritative role as teachers;
- to enhance the quality of information delivery;
- to stimulate the acquisition of the Ukrainian language as a means of communication, contributing to the development of a cultural environment.

DISCUSSION

The results of the study emphasize the importance of using verbal influence in pedagogical activities. Therefore, they can be realized through the use of pedagogical discourse. Further research should be conducted with a focus on the development of pedagogical discourse, its transformation in response to digitization processes, and the improvement of information transmission quality, as well as modern scientific and educational trends in the most developed countries. In particular, the role of pedagogical discourse is constantly growing due to the diversity of science, the peculiarities of various cultures, and approaches to the educational process. Therefore, establishing a unified and standardized system of pedagogical discourse for most world countries may become a relevant and valuable research topic that will enhance the quality of content delivery and teaching quality.

An important direction for further analytical research could be the experimental aspect regarding the role of verbal and non-verbal means in pedagogical discourse. Specific analytical studies could be conducted to examine the impact of these means on the quality of material acquisition and the improvement or development of moral and ethical orientations among students. Furthermore, research can be conducted using oral and written communication based on existing research, transforming and using creative and personalized methods. The development of verbal influence can be achieved by strengthening the role of pedagogical discourse in the context of the continuous development of the scientific community and the increasing demand for academic activities.

The attention paid to the issue of language, the meaningfulness of phrases and the peculiarities of their use to enhance verbal influence may have a scientific value. Therefore, further research should be carried out with a focus on the study of specific linguistic groups, comparing and contrasting the features of structural elements of pedagogical discourse. There is a possibility of conducting research that will be based on the use of Ukrainian and English languages. It will have a significant value impact on people wishing to master a particular academic discipline. In this context, research can be valuable from the perspective of strengthening the role of pedagogical activity, improving the level of learning, and becoming a value guide for further application and development of educational discourse.

The analysis of modern, existing and effective means and methods of verbal influence may be an appropriate topic for discussion. The study identifies four key methods that are used nowadays to implement verbal influence in pedagogical activities. However, a comprehensive analysis of the possibilities of strengthening or improving these methods or forming mixed types may help to conduct educational activities and enhance the role of pedagogical activity. In addition, conducting experimental or analytical studies based on the methods of applying verbal influence can provide clear statistics on the peculiarities of the results obtained from the use of certain techniques. Based on the received data, it is possible to create one's formula for the effectiveness of using pedagogical discourse in the modern learning environment by strengthening and actualizing the language issue.

CONCLUSION

Based on the obtained results, appropriate conclusions can be drawn. Pedagogical discourse represents a complex of verbal and non-verbal means of influence, peculiarities of conducting discussions, and a set of language tools. They help to form an addressees' visualization and focus their attention on educational or disciplinary topics. The use of pedagogical discourse is carried out to improve the quality of communication in the context of educational speech (both oral and written) with elements of pedagogical activities. The importance of applying pedagogical discourse involves the following:

- ensuring a high level of content mastery,
- the development of critical thinking,
- motivation and stimulation functions,

- enhancing the role of an educator;
- the potential for acquiring knowledge at an appropriate level.

The transformation of pedagogical discourse occurs under the development of the educational process, digitalization, and factors influencing educational or disciplinary activities.

Verbal influence through a language is becoming increasingly important in the context of ensuring patriotic education, understanding the reliability of educational materials, and strengthening the role of meaningful content. The use of the Ukrainian language, which was the basis for the study, is an effective tool for national and patriotic education. It can have transformative qualities according to the development of science. Moreover, it can be used with various forms and methods of verbal influence for educational purposes. Furthermore, regardless of the form of language used (oral or written), the main structural elements of verbal influence are the content, sequence and structuring of the logic of phrases, the order of their construction and use. Therefore, strengthening verbal influence in pedagogical discourse should be accompanied by key aspects of language use, idioms and possible tools for exerting cognitive influence on students.

The main pedagogical tools in implementing verbal influence through pedagogical discourse by using a language are based on such methods as:

- personalized approach;
- manipulation;
- persuasion and emulation;
- stimulation of reflective listening.

These techniques are most common across all pedagogical activity forms, styles, and specificities. They aim to strengthen pedagogical discourse in the context of developing knowledge and the level of students' education. Forming pedagogical discourse methods of verbal influence is based on the teacher's pedagogical approach. They can be transformed at the request of the educational institution. However, these methods are used mainly according to the standards of the education system. The current practice of developing pedagogical discourse and strengthening verbal influence is becoming increasingly relevant due to the growing role of transforming the educational process.

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