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**Dialogue as a Form of Interaction between the Bearer of the Image and the Target Audience in Intercultural Communication: the Aspect of Academic Discourse**

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**Abstract.** *The article is aimed at studying the image in the context of interaction between the image carrier and the target audience. The appeal to the problem of modeling the communicative process is due to the fact that, despite the sufficient number of studies devoted to the problem of communicative interaction in the framework of institutional communication, it is not yet possible to formalize (model) the psycholinguistic relevant variables characterizing the essence of human communication, including in the sphere of professional communications.*

*As used today in the sociocultural approach, the structural-semiotic method does not allow for a comprehensive consideration of this interaction. For its analysis, the authors suggest using the concept of "Dialogue" developed by M.M. Bakhtin. This position in the study of the image allows us to consider it as a product of the activities of two actors in the process of actively contributing to its meaning.*

*The choice of communicative strategies and tactics is due to various factors, in particular, the communicative purpose of the speaker, the format of communication. In various speech genres, communication strategies and tactics can vary, which is primarily due to the norms of communication existing in this or that socium, microsocium.*

*Communicative dialogue strategy in academic discourse is realized by using the teacher tactics of entering, developing and closing the topic, establishing the truth of information, assessing, modality, alternating communicative registers, controlling understanding and finding the problem. Communicative strategy for creating the image of the student is carried out through the use of tactics of the distribution of roles, identification of the range of interests, identification of image representation, identification, visualization, methods of accentuation of necessary information and stereotyping. The communicative strategy of creating an auto-image is realized by means of such tactics as creation of "one's own circle", creation of "someone else's circle", distribution of roles, self-evaluation and accentuation.*

*The description of communicative strategies in academic discourse presupposes studying the communicative behavior of a person, which is the pragmalinguistic parameters of the "speaker's person": motives, goals, strategies, and ways to implement them. The pragmatic aspect of the utterance describes the facts from the point of view of human activity, as well as the plan for their use.*

*The analysis of discourse as a method and modeling as an interdisciplinary scientific approach, actively used in various fields of knowledge (including humanitarian ones), respectively, led to the general orientation of this research on the multilateral study of the phenomenon of language communication, which is the object of linguistic analysis in a broad sense. Pragmatic approach to language changes the nature of linguistic analysis, the arsenal of methods and the sequence of procedures used. Communicative linguistics is oppositional in its nature to "taxonomic"*

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*linguistics, since in studying the processes of verbal interaction it uses, along with pragmalinguistic methods, the tools of psychology, sociology, semiotics, logic, culture and other sciences.*

**Keywords:** image, dialogue, subject-subject interaction, image bearer, target audience, image message, M.M. Bakhtin, Academic Discourse.

### **Introduction**

In modern scientific thought, one of the most common approaches to the study of image in a sociocultural context is structural-semiotic. It allows you to view the image as a character structure, symbol and code. Considering the possibility of using the structural-semiotic method in the study of the image, it can be stated that E.B. Perelygina presents the image as "... a symbolic image of a subject created in the process of subject-subject interaction<sup>1</sup>." At the same time, the image is viewed as a complex sign structure that contains in itself all kinds of signs, singled out by C. Pierce, namely: the natural and iconic sign, as well as the symbol.

Motives of speech behavior lead to an understanding of the goals of communication, for the achievement of which the linguistic personality develops a strategic plan (communication strategies), the means of realizing which are speech tactics characterized by their task and function within the chosen communication strategy (O.S. Issers, V.I. Karasik, O.N. Parshin). The success of achieving a communicative goal depends on the degree of speech impact on the recipient. It can be intellectual, emotional, evaluative and manipulative<sup>2</sup>.

A person in the context of a lingua-pragmatic paradigm is a kind of contradictory entity, the nature of which defines both the methodology of the analysis of phenomena and processes, and the conceptual patterns of modeling the activity systems in which he is a subject. This postulate, in our opinion, is essential for understanding the meaning of communicative linguistics and its further development as a direction studying the essence of the sign mediation of human consciousness, determined on the one hand by the structure of the linguistic system, and on the other by the linguistic mentality of each culture and national consciousness.

### ***Materials and Methods***

Linguistic pragmatics, based on the functional-activity approach, is the direction that through the analysis of discourse and modeling of the process of discursive interaction makes it possible to study the communication processes on the basis of synthesis of structural-semantic and formal analysis with functional. The orientation of linguopragmatics to the study of socio-cultural and cognitive-

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<sup>1</sup> E. B. Perelygina, *Psychology of the image*, Moscow, Aspect Press, 2002, p. 24.

<sup>2</sup> O. A. Koryakovtseva, I. I. Doronina, T. M. Panchenko, I. S. Karabulatova, Z. M. Abdullina, "Research of category "Motivation" as a basic tool of personnel management," in *International Review of Management and Marketing*, VI (2016), no. 1, p. 293-299. Cf. Ekaterina Lutsenko, Natalia Bogachenko, Olga Konovalenko, Eyvaz Gasanov, Leonid Reydel, "Higher Education Institution Image in the System of Social Filters of the Educational Services Market," in *Astra Salvensis*, VI (2018), Special Issue, p. 912.

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psychological aspects of communicative communication generally corresponds to the current trends in the development of Russian linguistics<sup>3</sup>.

The methodological basis of our study was the following theoretical propositions:

1. The main features of the speech genre are the communicative goal, the addressee, the addressee, the observer, the reference situation, the communication channel, the general context of interaction, time, place of action, the surrounding situation (KA Dolinin, VI Karasik,).

2. Social norms and values are explicated in the communicative actions of man. Interpretation of such actions reveals the established norms of human communication, the very hierarchy of values of this or that ethno-cultural community (L.V. Kulikova, G.G. Matveeva, O. A. Leontovich, A. V. Oljanich, O. N. Parshina, A. P. Sedykh, NL Shamne, and others).

3. The choice of communicative strategies and tactics is due to various factors, in particular, the communicative goal of the speaker, the format of communication. In various speech genres, communicative strategies and tactics can vary, which is primarily due to the norms of communication existing in a given society, a micro-society (EV Babaeva, NA Krasavsky, GG Slyshkin, and others).

To analyze the dialogue that arises between the image bearer and the target audience, it is necessary to turn to the theme "philosophy of dialogue" developed by M.M. Bakhtin. As N.K. Bonetskaya "Bakhtin's philosophy is the first and only" philosophy of dialogue "created on Russian soil. And the idea of dialogue throughout his creative life. Bakhtin holds all its logical steps<sup>4</sup>. The starting point for considering the ideas of M.M. Bakhtin can serve as a manuscript "Towards a philosophy of action," in which the author considers the so-called world of human action, the "world of events", the "world of action".

The attention of M.M. Bakhtin concentrates on the fact that any person cannot give up activities and deeds. Such an approach he expresses by the formula "Non-alibi in being," which, in his opinion, "turns an empty opportunity into a responsible, valid act, for to really be in life is to do."<sup>5</sup>

The material of the study was the texts of 210 interviews of students studying foreign languages in various Russian universities (Moscow - Peoples' Friendship University of Russia, Maykop - ASU, Tyumen - Tyumen Institute for Advanced Training of the Ministry of Internal Affairs), which were compared with published interviews in the Russian and French press for 2010-2017 ("7 Days", "Home", "Biography", "Lisa", "Paris Match", "Gala", "Express", "Psychologies").

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<sup>3</sup> Z. R. Khachmafova, I. S. Karabulatova, E. N. Luchinskaya, G. V. Osipov, "Gender Features of Discourse of Woman's Literature as a Reflection of Changes in the Modern Society," in *Mediterranean Journal of Social Science*, VI (2015), no. 3, p. 476-481.

<sup>4</sup> N. K. Bonetskaya, "M.M. Bakhtin and the traditions of Russian philosophy," in *Issues of Philosophy*, I (1993), p. 83.

<sup>5</sup> M. M. Bakhtin, "Towards a philosophy of action," in *Collected works in 7 volumes*, Moscow, Russian Dictionaries, 2003, p. 40; Cf. Ekaterina Gennadievna Shtyrlina, Lilia Renadovna Ahmerova, Li Ying, "Art-image contents of lexeme "time" in the poetic language of J. Brodsky," in *Astra Salvensis*, V (2017), no 10, p. 139.

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This comparison of dialogical speech makes it possible to reveal the distinctive features inherent in academic discourse.

The following research methods and techniques were used in the work: hypothetical-inductive method, descriptive method, introspection, interpretation, contextual analysis, questioning, continuous sampling and quantitative counting.

This idea once again emphasizes the importance of the fact that subject-subject relations arising between the image bearer and the target audience are characterized by the activity of these two positions in relation to each other. Thus, we can talk about the impossibility of forming an effective image, without taking into account the position of the target audience.

### **Discussion**

Representation of the image as a complex sign structure was proposed by E.A. Petrova, in the development of the psychosemiotic model of communication, in which the sign is considered most widely and is interpreted both as a "personal phenomenon" and as a "communicative tool", both as a "kind of human interaction" and "subject of social cognition"<sup>6</sup>. This allows to distinguish six image systems in the image structure:

- 1 "voice" (verbal and non-verbal aspect of it);
- 2 "Expression" (gestures, gait, facial expressions, etc.);
- 3 "habitus" (features of the human body);
- 4 "smell" (natural and artificial smells);
- 5 "costume" (in the broad sense of the word - clothing, accessories);
- 6 "environment" (social, material environment and subject environment produced by man).

Considering the image in the context of communication, the totality of these sign structures will be a complex image message.

In this regard, the process of forming the image is reduced to identifying and eliminating the "wrong" signs and adding new "favorable" to the image message. This is due to the work on the voice, appearance, manners and environment of the image carrier, and their further translation of the target audience through image messages.

However, this approach to image formation has one significant drawback, it does not take into account that the target audience never directly responds to the sign. As N. Smelser writes in his studies: "... people do not react directly to the impact of the external world ... Instead, they attach certain values to the stimuli received and react more to these values."<sup>7</sup> The understanding of the signs used in the image message by the target audience, first of all, is based on her previous experience. And if such signs of the audience are not known, then the message can

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<sup>6</sup> E. V. Yemelyanova, *Psychosemiotics of the subject environment as a factor in the formation of a personal image*, Moscow, 2004.

<sup>7</sup> G. E. Zborovsky, *General sociology: Textbook*, Moscow, Gardariki, 2004, p. 71. Nurbol Khudaibergenov, Guljahan Orda, Gaukhar Askarova, Nursulu Matbek, Raikhan Imakhanbet, Lazzat Nagiyatova, "Early reflections of universal human values in Kazakh prose," in *Astra Salvensis*, VI (2018), Supplement no. 1, p. 402.

be misinterpreted and understood absolutely differently than was set by the image bearer. The "right"<sup>8</sup> (which the image bearer needs) is the understanding of the image message by the target audience is a key factor in the formation of the image. If it is understood differently, then all efforts to create it will be in vain.

The possibility of "correct" understanding and interpretation of the image message is closely connected with inter subjectivity, that is, with the problem as a subjective "I" represents the surrounding world from its unique point of view, and can interact and be understood by the surrounding "Others".

A.P. Ogurtsov examines this problem in a situation of communication, "mutual dialogue", because "... pulling out inter subjectivity from the situation of dialogue means to replace inter subjectivity with objectivity."<sup>9</sup>

It is worthwhile to divide two similar concepts: communication (dialogue) and communication. As M.S. Kagan in his book "The World of Communication. Problems of intersubjective relations, the first difference between communication and dialogue is that communication is a subject-object relationship,"<sup>10</sup> where the recipient is a passive participant in interaction, while dialogue is a subject-subject relationship in which both participants are active: in them there is no sender and receiver, there are only interlocutors.

The second difference between communication and dialogue is that the latter has a practical, material, spiritual, informational, and almost spiritual character, whereas communication is a purely informational process.<sup>11</sup>

Thus, the formation of the image in academic discourse should be considered not only as a process of creating image messages, but also as a subject-subject, active, bi-directional interaction between the image carrier and the target audience.

In subsequent works of M.M. Bakhtin ("Author and Hero in Aesthetic Activities" and "Problems of Dostoyevsky's Poetics"), you can find two ways by which you can understand another person. The first of them is "sympathetic understanding", under which M.M. Bakhtin understands "going outside the activity with respect to the inner world of another."<sup>12</sup>

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<sup>8</sup> I. S. Karabulatova, Al-Saati Kamal Nabeel Ebrahim, Akhmed Abdulrahman, B. Z. Akhmetova Al-Mulla Mahmood Akhmed, A G. Karabulatova, S. D. Galiullina, Yu. N. Ebzeeva N. Y. Dubinina, L. I. Kim, G. M. Rakisheva, M. Z. Seydina, K. N. Kotik, Kobersi Iskandar Suleiman, *Modern transculture in the era of globalization: the problems of tolerance, intercultural communication and effective interaction*, Moscow, Manama, Ufa, Kokshetau, Rostov-on-Don, Beirut, Publishing house of the UGNTU, 2017. Marina N. Prosekova, "Project-based learning method in the philosophical dimension," in *Astra Salvensis*, VI (2018), Supplement no. 1, p. 597.

<sup>9</sup> A. P. Ogurtsov, "Intersubjectivity as a field of philosophical research (the beginning)," in *Personality. Culture. Society. Moscow: ANO "Independent Institute of Civil Society*, IX (2007), no. 1, p. 60.

<sup>10</sup> M. S. Kagan, *The world of communication*, Moscow, Politizdat, 1988.

<sup>11</sup> I. Karabulatova, Kh Vildanov, A. Zinchenko, E. Vasilishina, A. Vassilenko, "Problems of transformation matrices modern multicultural identity of the person in the variability of the discourse of identity Electronic Information Society," in *Pertanika. Journal of Social Science & Humanities*, XXV (2017), p. 1-16.

<sup>12</sup> M. M. Bakhtin, *Towards a philosophy of action*, p. 7-68; M. M. Bakhti, *The author and the hero in the aesthetic activity*, p. 69-264.

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As writes E.V. Demidova, "To understand another person, we must try to get into his skin", take his place, look at the situation through the eyes of another, try to feel and understand what he feels, how he thinks and evaluates ... In other words, one has to get used to another, and then return to yourself."<sup>13</sup>

However, the application of this method for understanding the target audience in the formation of the image is hardly possible. Often the target audience is a few thousand people, so it is not possible to understand everyone.

### **Results**

The main way by which the understanding of another person is possible, in the fair opinion of M.M. Bakhtin is a dialogue. This approach, in our opinion, is significant, to understand the image of the media target audience. As M.M. Bakhtin writes: "Other people's consciousnesses cannot be contemplated, analyzed, defined as objects, as things - they can only be communicated with them in dialogue ... Talking with them, otherwise they immediately turn to us with their object side: they fall silent, close and freeze into completed object images".<sup>14</sup>

"The basic scheme of the dialogue ..." writes M.M. Bakhtin, it's very simple: a person's confrontation with a person ..."<sup>15</sup>. However, this is not an ordinary opposition, not a dispute or polemic between two participants: as M.M. Bakhtin - this is the lower, gross forms of dialogue. The higher forms of opposition are like consent, when "the meaning is layered on the meaning, the voices are voiced, amplified by a combination of many voices and all this complements the understanding of each other."

This understanding is held by M.M. Bakhtin's name is "co-creativity of those who understand." Didactic communication is a system of communicative strategies and tactics (techniques) designed to optimize communicative interaction within the educational environment of the lesson, as well as the means of communication used - means, ways, channels of communication. Units of communication are: communicative act as a complex of communicatively conditioned stimulus of the speech producer and adequate response of the recipient in extralinguistic conditions of the situation of verbal communication; communicative (interactive) course (speech or non-verbal) is the minimally significant element of communicative interaction that regulates the process of achieving a common intention of communicants; Transaction - the sequence of communicative acts as a complex of joint actions of communicants to achieve macrointense.

Complex analysis of any discourse presupposes the study of the semantic basis of the expanded statement, which has a correlation with discursive categories. To the essential and determining concepts of the theory of discourse, one can

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<sup>13</sup> E. V. Demidova, "The appearance of the Other in the early MM. Bakhtina," in *Ethical Thought. Moscow*, XV (2015), p. 274-297.

<sup>14</sup> M. M. Bakhtin, *The author and the hero in the aesthetic activity*, p. 80.

<sup>15</sup> *Ibidem*.

include a proposition, presupposition, explication, implicature, inference and reference.<sup>16</sup>

In the analysis of the speech process, a theoretically balanced relation between what is explicated and implied in the discourse is topical. In fact, a concrete proposition as an actualized proposition, conditioned by the intention of the speaker, cannot be realized in a concrete utterance only by the semantics of units of language. Inadequate elaboration of the modern information-code model of communication necessitated the description of the inference mechanisms that consider the role of the internal (cognition) and external (perception) context for the interpretation of the utterance. The meaning of the term "explicitness" turns out to be important in this respect: the content reported by the statement is explicit, if and only if it is the manifestation and development of a logical form expressed with the help of the linguistic code.

The "material" form of the language expression is that semantic representation is restored, interpreted in the process of decoding the utterance. It should be borne in mind that the statement as a "fragment" of the discourse does not always contain the necessary set of propositions: the addressee is usually forced to "restore" the information received, implicitly "projecting" the full proposition (as the addressee intended to transmit it) and implementing a kind of "propositional synchronization". Accordingly, the level of explicitness is determined by the presence of a formal (actually linguistic) component. Thus, discursive implicatures provide the perception of non-literal aspects of meaning and meaning that are not defined conventionally.

An important place in the theory of discourse is occupied by the "problem" of the opposition proposal - the utterance.<sup>17</sup>

When studying oral spontaneous speech, one of the significant objects of research is the features (structure, properties, etc.) of those speech units, which, in fact, constitute the text / discourse realized by the speech producer in the process of communication. The specificity of the minimal unit of the speech stream is in many respects different from the basic postulates of the theory of supply in traditional grammar, which is reflected in the researchers' approaches to the definition and interpretation of the "quantum" of the speech flow, and also to the ways of its study. A number of researchers actively use the term "sentence" in analyzing the syntax of oral speech in any of its variants; others, without refusing, in principle, from the term itself, use it in the dichotomous sentence-statement variant. In general, today there is a tendency to apply the terms "utterance", "replica", "replica step" and "replica-statement", "speech step" and "speech stroke" to oral constructions (fragments of discourse).

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<sup>16</sup> Gulmira Rakisheva, Irina Karabulatova, Aizhana Abibulaeva. "Ethno-Sociocultural Deviations In The Educational Environment Of The Modern Eurasian Higher Education Institution As A Reflection Of Transcultural Globalization Factors," in *Man in India*, IIIC (2017), no. 23, p.115-131.

<sup>17</sup> I. Karabulatova, M. Patieva, M. Seidina, Kushnirenko V. Podkopaeva, G. Niyazova, "Ethno-sociocultural deviations in the educational environment of the modern Eurasian Higher Education Institution as a reflection of transcultural globalization factors," in *Man in India*, IIIC (2017), no. 23, p. 95-103.

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The sentence is understood as the basic structural syntactic unit, and the utterance as its speech embodiment, that is, a truly communicative unit.

To analyze the discursive process and texts as "products" of communication, it is necessary to determine the structure of the discourse at the level of the model. Modeling the discursive process and isolating the "constituent parts" of the model, the researcher gets the opportunity to study a complex, multidimensional object (process) in more detail.

This is due to the fact that the understanding has a worldview, a certain outlook on life. And "these positions to a certain extent determine its assessment, but they themselves do not remain unchanged: they are exposed, they change, because understanding brings in them something new. The understanding should not exclude the possibility of changing or even abandoning his already ready-made points of view and positions. In the act of understanding, a struggle takes place, as a result of which mutual change and enrichment is carried out."<sup>18</sup> Cognitive understanding is characterized by the fact that it recreates the meaning, which is filled with the consciousness of the perceiver. This allows the meaning to unfold in all its diversity.

### **Conclusion**

Thus, we can conclude that in the process of interaction, in the process of dialogue between the image carrier and the target audience, a mutual change in their opinions about each other takes place. For the image bearer, these changes are important from several points of view: first, he understands what his target audience sees and what characteristics of the image need to be adjusted, and secondly, the understanding and changes that occur in the target audience - and there is the formation of the image, it is this result that the image carrier expects from them.<sup>19</sup> Linguapragmatic, psycholinguistic and cognitive approaches allow one to effectively study a wide range of linguistic facts to which their heuristics apply. Much of the research work in the field of cognitive science and procedural semantics is based on the study of the system and structure of processes that occur "in the head" of the language personality.<sup>20</sup> It is assumed that most of the regularities available to observation should be explained precisely at this "primary" level, and not as consequences explicitly presented in the speech product. Modeling of processes occurring at the cognitive level allows to reduce in terms of describing

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<sup>18</sup> M. M. Bakhtin, "From the records of 1970-1971," in *Aesthetics of verbal creativity*, Moscow, Art. 1979, 347.

<sup>19</sup> Yuliya Ebzeeva, Irina Karabulatova. "Transcultural Language Personality: Statement Of The Problem And Conceptual Space," p. 255-262.

<sup>20</sup> Yuliya Ebzeeva, Svetlana Sheipak, Louisa Gishkayeva, Dmitry Nakisbaev, Irina Karabulatova, Natalia Dubinina. "The Problems Of Formation Of The Modern Elitist Language Personality In The Age Of Globalization And Migrations," in *Man in India*, IIIC (2017), no. 23, p. 321-328.



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"ideal" speech generation / perception mechanisms (models) with subsequent extrapolation of the results obtained to real communicative actions.<sup>21</sup>

Thus, the dialogical relations that arise between the image bearer and the target audience make it possible to convey the meaning of the image to the target audience.

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<sup>21</sup> Dmitry Nakisbaev, Natalia Dubinina, Irina Karabulatova, Anna Levshits, Lyudmila Krivoslykova, "Actual ethnopsycholinguistic methods of foreign languages teaching in higher education," p. 389-396.

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