THE ROLE AND THE CONTENT OF DISCOURSE COMPETENCE IN TEACHING A FOREIGN LANGUAGE

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INTRODUCTION

Modern society is fixing a trend in the growth of requirements for the educational process, real foreign language skills for the success of everyday and professional communication.

The scale of increased attention to the teaching of foreign language writing, the possession of which is one of the main goals of learning, as well as the steady constancy of strengthening the requirements for the real level of proficiency in it, is predetermined by the topicality of the individual's developed skills and communication skills in writing, dictated by the processes of globalization of society. Therefore, the relevance of the task of forming the discursive competence of students in a general education school is determined, first of all, by its significance as one of the key components of intercultural communication, as well as by the unfounded study of the methods of its formation, both in theory and in practice.

The purpose of the article is to present the results of the introduction of a specially prepared set of exercises aimed at developing students' discursive competence.

In the context of this, the following tasks were solved:

– concretization of the concepts of "communicative competence", "discourse", "discursive competence";

– the main approaches to the formation of discursive competence in teaching foreign language written speech;

– the experience of developing discursive competence in teaching the German language.

MATERIALS AND METHODS

An important goal of teaching a foreign language to secondary school students and students of higher educational institutions is the development of foreign language communicative competence. It, in turn, consists of a number of subcompetences.

There are many definitions of the concept of communicative competence in the scientific literature. There are also different approaches to the structural analysis of communicative competence.

A.V. Khutorskiy proposes the following classification of key competencies, which most fully reflects the goals of modern language education:

• Value-semantic competence (reflects the student's ability to independently determine value orientations, make decisions; it is formed as a result of a moral conversation, situations that require a moral choice arise);

• General cultural competence (gaining knowledge about social, public phenomena, as well as the role of science and religion in human life in the process of dialogue of cultures);

• Educational and cognitive competence (self-control, self-assessment, introspection, reflection; the formation of this competence occurs in the process of correcting errors in work);

• Informational competence (the ability to obtain information from subjects and the surrounding world);

• Communicative competence (ways of interaction with other people in the performance of various social roles.);

• Social and labor competence (preparation for future social roles in the course of role-playing and involvement in various areas of civil society and social and labor activities.);

• Competence of personal improvement (the most important role is played by the teacher, his values, priorities, as well as the manner of communicating with others).

The term "communicative competence" arose on the basis of the idea of the American linguist N. Chomsky about linguistic (linguistic competence). However, the first linguist to establish a distinction between language as a system, which he called "langue" and speech ("parole"), was Ferdinand de Saussure. According to Saussure, a system meant only a language that can be learned, while speech activity is already a product of a particular speaker.

In the mid-1960s of the last century, D. Hymes introduced the concept of "communicative competence" (the concept of communicative competence). According to D. Hymes, the essence of communicative competence was an internal understanding of the situational relevance of the language. The structure of communicative competence included: grammatical, sociolinguistic, strategic, discursive competences [26, p.5].

The theory of D. Himes was a very important contribution to the field of teaching a second language (foreign). This was the first revolutionary step in the field of language teaching.

The problems of theoretical and practical approaches to the formation of communicative competence continue to be developed in the works of modern foreign teachers: Jennifer D. Wilkins, A. Harding, P. Hartman, D. Johnson, N. Kerr, J. Hill, M. Long, P. P. Potter and others.

The origins of the concept of "discourse" in modern linguistics are the works of Z. Harris, who worked as part of a project at the University of Pennsylvania. In 1952, in the article "Discourse Analysis", Z. Harris introduced the concept of discourse analysis as a method of studying the movement of information in discourse. By "discourse" the scientist understands "a sequence of sentences spoken (or written) by one (or more) person in a certain situation." In addition, Z. Harris notes that "language is not realized in confused words and sentences, but in a coherent discourse - from one word to a ten-volume novel..." [Harris, 1952: 3].

There is no clear and generally accepted definition of the concept of "discourse", covering all cases of its use.

There are many definitions of the concept of "discourse" in the scientific literature. At different times, various scientists offered their interpretations of this concept (T.A. van Dyck, P. Serio, N.D. Arutyunova,

V.I. Karasik, A.A. Kibrik, E.S. Kubryakova, Yu.S. Stepanov, G. G. Slyshkin, V. E. Chernyavskaya and others). But in general, they do not contradict each other, but complement and give a more complete description of this concept from the point of view of different sciences. T.A. van Dijk is one of the founders of the theory of discourse. The scientist proposed a definition of discourse, which began to be actively used in the scientific community and served as the basis for more detailed definitions of this term and the creation of classifications of the main characteristics of discourse. The value of the definition proposed by T.A. van Dijk, is to identify the "communicative event" as a complex unity of linguistic form, meaning and action [23, p. 70–98].

It is proposed to consider discourse from the standpoint of a functional approach as a communicative event that occurs between the speaker and listener (observer, etc.) in the process of communicative action in a certain temporal, spatial and other contexts [24, p. 70–98].

We also note that discourse as a communicative event can be speech (written or oral) and have verbal and non-verbal components. Following the doctrine of discourse proposed by T.A. van Dyck, A.A. Kibrik creates a qualification of the system characteristics of discourse, according to which the following is indicated when characterizing discourse: genre; register (gaming, business or institutional); type or channel of information transmission (oral, written, mental, gestural and electronic submodus); functional style; formality [9, p. 3–21].

A.A. Kibrik clarifies the definition: "The concept of "discourse" is understood as the unity of two entities – the process of linguistic communication and the object resulting from it, that is, the text. Thanks to this dual unity, discourse can be studied both as a process unfolding in time and as a structural object. "Discourse" is the broadest possible term, including all forms of language use" [6, p. 3-21]. In connection with the foregoing, the concept of "discursive foreign language competence" is interpreted by us in solidarity with T.V. Milevskaya as "... the ability of a participant in speech interaction to perceive and generate discourse in a foreign language..." [14, p. 53]. Such a definition of discursive foreign language competence, in our opinion, is correlated with the essence of the concept of "discourse" and most fully reflects the principles of formation of this competence. The article considers discursive foreign language competence as a learning

goal. Teaching a foreign language in a non-linguistic university is associated with a constant search for tools to increase learning motivation and attempts to develop new strategies for mastering language material [16, p. 173].

In the 80s, discourse was understood as "communication, the transmission of thoughts through words" or simply speech, lecture, sermon, treatise. In modern linguistics, the concept of discourse is expanded to "a communicative event that occurs between the speaker and the listener in the process of communicative action" [4:65;8:52].

The concept of discourse arose in connection with the exit of linguistic research beyond the limits of the sentence - into the field of superphrasal syntax. Therefore, from the point of view of linguistics, discourse is, first of all, a complex unit consisting of a sequence of sentences that are in a semantic connection [4: 25].

The term "discourse", as it is understood in modern linguistics, is close in meaning to the concept of "text", however, it emphasizes the dynamic nature of linguistic communication unfolding in time; in contrast, the text is conceived primarily as a static object, the result of linguistic activity.

In other words, discourse is a speech work, which, along with the linguistic characteristics inherent in the text, also has extralinguistic parameters (communication participants, their communicative goals, background knowledge, about the conditions of communication - about the interlocutor, time, space) [11: 32].

The difference between text and discourse is as follows. If a text is understood as a certain abstract formal construction, then a discourse is understood as texts generated as a result of communication. Consequently, discourse is such a speech product, which, along with linguistic characteristics, has extralinguistic parameters that reflect the situation of communication and the characteristics of the participants in communication. The most common types of discourses in the educational and professional sphere of communication are a report, message, discussion, questioning, etc.

In addition to its main function of perception and generation of discourses, discursive competence also contributes to the implementation of a number of educational tasks:

a) determines the compliance of speech activity with the nature and type of general activity;

b) provides the process of forming speech skills and abilities with orderliness, systematicity, continuity and consistency;

c) forms the motives of foreign speech communication in the learning process, since it is an expression of the personal beginning of the communicant;

d) determines the success of teaching the types of speech activities that serve communication, including speaking, listening, reading and writing;

e) prepares the student to use a foreign language as a tool for speech and thought activity.

There is a direct relationship between the level of development of discursive and communicative competencies: the higher the level of discursive competence, the more fully the choice of means of communication corresponds to its goals, which determines the success of communicative activity.

Students with a sufficiently developed level of discursive competence know how pragmatic, grammatical, lexical and phonological correctness of speech affects the result of a communicative action; they are aware of the possibilities of learning the language through its direct use and how compensatory strategies can help them cope with texts containing unfamiliar elements. With direct contact with native speakers of the foreign language being studied, such students are able to enter into communicative interaction using the resources and strategies at their disposal. Students learn to observe the language and strategies used by more experienced interlocutors and thus accumulate their own language baggage, both productive and receptive. In the field of listening and reading, they are able to perceive, memorize and write down words and expressions that they have not encountered before, paying attention to their situational context, functional and general meaning, are able to use compensatory strategies and error correction strategies, noticing, learning and using new linguistic phenomena used by their interlocutor.

Ultimately, students with discursive competence acquire the ability to integrate knowledge gained in other subjects and German lessons and create an independent product in this language. As such, discursive competence contributes to the development of skills that are part of the concept of information and communication activities of students, which is a necessary condition for their development, since only at a certain level of development of discursive competence, a student will be able to conduct an information-semantic text analysis necessary for adequate perception of oral speech.

- the ability to express their own speech intentions, their opinions, feelings; be guided by their own initiative in the choice of subject-semantic content and language material;

- the ability to build statements of various genres in compliance with their compositional structure, form, semantic integrity, grammatical and lexical correctness;

- skills and abilities that ensure the adequate use of registers of formal and informal communication, natural or idiomatic expressions, cultural features of the language and figures of speech;

- skills and abilities of expressive intonation of the statement, possession of linguistic and extralinguistic means of emotional evaluation.

The development of discursive competence is of particular importance in the modern process of teaching a foreign language, which is characterized by a transition to a personal paradigm as a higher degree of integrity in the design of educational processes. First of all, this is due to the fact that at the current level of scientific understanding, the basic concept in the didactics of teaching foreign languages is the concept of a linguistic personality, which includes a multicomponent structurally ordered set of language abilities, the ability to produce and perceive speech messages. In this context, discursive competence is one of the criteria for diagnosing the level of development of a linguistic personality, since includes such qualities as the use of means of communication, possession of methods of organizing textual information, a certain degree of mastery of the genre-structural elements of the language. In addition, since discourse can be considered as the realization in speech of personal meanings that provide the necessary motivation for communication associated with the personal need for self-expression [14: 113], it can be argued that discursive competence contributes to the formation of the highest motivational-pragmatic level of language proficiency. As such, the level of discursive competence is a reflection (and expression) of the characteristics of a linguistic personality.

RESULTS AND DISCUSSIONS

"Discourse is a new feature in the appearance of Language, as it appeared to us by the end of the 20th century" [18: 35-73]. An analysis of discursive competence as one of the main components of communicative competence has shown the need for a careful selection of technologies and techniques that take into account the psychological characteristics of generating discourses in the process of communication. In this regard, we consider it necessary to turn to psychology and psycholinguistics in order to study the psycholinguistic aspect of the generation of discourses and highlight the features of this process.

Discourse in linguistics refers to a linguistic and linguocultural phenomenon. At the same time, the concept of "discursive competence" is considered as a unit of linguodidactics, the purpose of which is to teach a foreign language and form the language communicative competence of students. Discourse has system characteristics, the ability to understand them and use them in the context of oral communication when teaching a foreign language allows the formation of discursive foreign language competence. The formation of discursive competence should take place in the process of assimilation and understanding of the main system features of discourse, such as register and genre, functional style, formality. According to V. V. Kubryakova, this determines the level of discursive competence of the student and is one of the goals of teaching a foreign language at a university. It should be noted that the formation of discursive foreign language competence is impossible without "a high thesaurus level of organization of a linguistic personality, which deals not with the semantics of words and phrases, but with the meaning that allows decoding their communicative environment" [10, p.5].

Each level is reflected in the structure of the discursive competence of a linguistic personality, and such a structure includes the following aspects: - a system of formal or exponential structures that reveal a variety of word-formation and syntactic structures, the relationship between sentence elements and sentences, and the linguistic competence of the represented person; - meaningful, allowing to evaluate the internal structures of a linguistic personality; - intentional meaning, reflecting the level of communicative competence of the subject of linguistic communication. According to E.S. Kubryakova, participants in speech interactions usually express their basic communicative needs through discourse, "forming the basis of motives that make it possible to predict a person not only in language, but also in discourse, and a person begins to selectively act in controversial situations before entering it" [5 , With. 64].

In the case of unprepared speech in a foreign language, the selectivity of communicators depends on their understanding of the goal of communication, which must be achieved, the strategy of speech action, which must implement the tactics of the

communicative task that must be performed. In fact, the level of readiness for speech interaction reflects the level of discursive foreign language competence of the communicator, which includes the ability to determine the purpose of communication and comply with it when preparing and preparing a statement.

To prepare and generate an operator, the communicator must perform: - setting tasks that need to be solved in communication (micro);

– choice of tactics for the implementation of each (micro) communication task;

– a plan for implementing a global communication strategy or goal through a set of specific tactics.

In this regard, the concept of "discursive (foreign language) competence" includes all possible algorithms of communicative speech behavior: from everyday situations to the professional state of verbal interaction with other members of the discursive community. A person is a social being, strives for communication and carefully chooses models of speech behavior that correspond to the communication environment, which are based on facial expressions, tone of voice, choice of words, information, compliance with speech norms, etc.

It seems that the algorithm of speech behavior of a communicator in the sphere oral communication will always be the same, where it:

– deciphers the context of the communicative environment or "reads" the extralinguistic context;

– expresses his point of view on the event, place, communication partner (colleagues) in accordance with his perception of the communication environment, even if such relations are not linguistically formalized;

– begins to understand the following communicative process in order to show its adequacy to the realities of the communicative environment (thinking module - oral, written module);

– creates the frame itself, based on the subject of the frame responsible for the communicative task, and the structure of the problem (communicative task);

– develops a locus script, consistently presents the final episode to the target audience, forming an understanding of the main idea of the topic, as well as the integrity, completeness and coherence of the conclusion and solution of its topic;

– in preparation for the next state of speech interaction, in accordance with the context of the communicative environment, expects the next possible

communicative tasks or actions of partners in speech interaction (illocative effect of speech interaction).

Sociolinguistic competence includes the knowledge and skills necessary for the effective use of language in a social context, in particular:

– linguistic markers of social relations (selection and use of greeting formulas, forms of communication, the ability to conduct a dialogue);

– rules of etiquette (the concepts of positive and negative politeness, the correct use of speech etiquette formulas); - proverbs, idioms;

– registers of communication (official, colloquial, intimate, ceremonial, neutral);

– dialect and accent (the ability to recognize the linguistic characteristics of a person in terms of his social composition, place of residence, origin, profession). Pragmatic competencies include:

– discursive (knowledge of the rules of word formation, their integration into the text);

– functional (use of oral and written statements to perform various communicative functions);

– competence in the schematic construction of speech (the ability to consistently form a statement in accordance with interaction patterns) [16].

Summarizing the above, we determine that the content of teaching a foreign language to students should be aimed at their successful professional self-realization and integration into the world community, which is provided by a full set of competencies, among which foreign language professional communication skills are important. The formation of the studied competence among students is a long and laborious process, since it involves the acquisition of a number of knowledge and skills combined into the structural components of professional and communicative competence: - communicative; - professional; - reflective; - informative; - psychological [6].

Understanding the structural components of professional and communicative competence allows you to think about the content of foreign language education in higher education, determine the basic principles of teaching a foreign language, and also develop a trajectory for students' learning. In the process of developing foreign language communicative competence in the educational environment of the university, it is especially important to study the social and professional context, the combination of collective, socially significant and individual variables. Thus, the communicative competence in a foreign language, despite the constant mobility and variability, is perceived as a body of knowledge that acts as an

independent guide to the subsequent speech behavior and communication necessary for the further professional activities of students. The discourse led to a rethinking of the role of language and a transition from the sentence level to the text level in the analysis of linguistic phenomena, which required the search for new approaches that differ from traditional methods. Discursive competence consists of several components: - strategic - means the ability to understand the communicative intentions of the subject of speech and plan a communicative event; - be able to analyze the tactical and communicative situation and choose the appropriate and optimal tools and methods for the implementation of communicative intentions; - genre - consists of the ability to organize discourse in accordance with the rules of a particular genre, chosen to achieve the communicative goal of the subject in a given extralinguistic context; - the sequence of sentence texts means the ability to organize in such a way as to form a coherent text with all its inherent properties. The discursive component is the student's ability to understand and build logical and coherent speech presented orally or in writing. The discursive component, which includes the methods of perception and organization of textual information, the assimilation of the genre-structural elements of the language, is an important diagnostic tool for measuring the level of development of a linguistic personality, its motivational and pragmatic aspects. Based on the structural and content model described above, scientists offer various methods for the formation of foreign language discursive competence among students.

Maksatova D.M. formulated the basic rules for the formation of discursive competence:

1. Discourse plays a key role in the system of teaching intercultural communication.

2. Before teaching, it is necessary to choose those types of discourses that correspond to the educational goals of high school. The discourses representing the selected species should be relevant to the areas and situations to which they refer.

3. Acquaintance with real discourse should be based on its audiovisual presentation.

This means showing a video (slides, photographs), which presents a real communicative situation, communicators - representatives of other cultures, their verbal and non-verbal behavior, cultural background. 4. Continuity education. The formation of the discursive component should begin at the beginning of teaching a foreign language at school [7].

Ahmet L.S. believes that the most difficult thing is the formation of a discursive component in the process of teaching written speech and suggests its gradual formation. Firstly, at the introductory stage, students should be taught to create and perceive speech works in an extralinguistic context. At this stage, special attention should be paid to the strategic and tactical components (understanding the communicative intent of the subject, analysis of the communicative situation, initial planning of speech work). As part of the first stage, students can be offered exercises to develop the skills that make up the text component of discursive competence (dividing the text into paragraphs, organizing sentences within a paragraph). The second stage of the educational process is focused on the genre. Training can be organized into modules, each of which is designed for a specific genre. At this stage, an analysis of the extralinguistic features of the genre is carried out (the formation of the strategic and tactical components continues). A study of genre norms was carried out, exercises were proposed for the formation of skills for creating speech works according to genre norms (genre component). The text descriptions typical for this genre (text component) are considered. Thus, at the second stage, all components of discursive competence are formed, but the main emphasis is on the genre and, to a lesser extent, textual component [8]. The third stage of training is designed to combine the acquired knowledge and skills and their creative application. At this level, discursive competence is considered as a holistic ability to create speech in a specific communicative situation without dividing it into its structural components - strategic, tactical, genre and text structures.

Scientists identify levels of development of discursive competence, which reflect different levels of readiness of the student for communicative activity, for example: - the intuitive level of development of the discursive component - when the student cannot solve cognitive and communicative tasks, his speech is poor in all aspects, speech automation is not formed; - the reproductive-mnemonic level is characterized by the ability to solve cognitive and communicative learning tasks together with the teacher and the group; - at the search and executive level, the student demonstrates generalized skills that ensure the constant need for self-education and its satisfaction, as well as the skills of systematizing language, speech and other means (analysis, synthesis, selection, structuring of discourse), as well as communication, logic, sequence of speech; - the level of creativity means the need for

students to consciously organize their linguistic communication, taking into account language tools, the communicative situation, context and personal characteristics of the communication partner. At this level, students can be given a task and choose new, non-standard, unique ways to solve it, and the discourses created by students should be aimed at personal, civil and professional self-determination, preparation for intercultural communication. It is known that in the course of a conversation there are three aspects (pronunciation, lexical, grammatical) and three types of skills (phonetic, lexical and grammatical), which traditionally differ in methodology. They should spread unnaturally. The study of certain aspects of the language system leads to the emergence of a living language for students as a kind of mechanical unit, consisting of disparate elements, which are accompanied by a number of rules - instructions for connecting them. In addition, skills acquired in non-speaking situations are not strong and cannot be transferred. Therefore, the most effective is an integrated approach to learning, including simultaneous and parallel learning of language material and speech activity in situations as close as possible to real communication.

The foregoing allows us to single out the following structural components of discursive foreign language competence. The structural components of discursive foreign language competence include: - the system of the language being studied; - knowledge of the system characteristics of discourse (register, type or module, genre, functional style and formality); - the possibility of referring them to the system component of discursive foreign language competence; - the ability to use vocabulary, grammar, syntax, formed on the basis of knowledge of the studied language system; 191 - be able to perform speech actions in relation to the norms of speech behavior of the interlocutor; - sociocultural component of discursive foreign language competence; - the ability to communicate with representatives of various discursive communities (including professional ones) - the genre component of discursive foreign language competence; - the ability to decode the socio-cultural and professional context of the communicative environment, the formation of speech interaction on the principles of hierarchy - the formation of the service component of discursive foreign language competence; - the ability to plan speech interactions in a foreign language in accordance with a strictly defined communicative goal, and then achieve the goal of speech interaction as a strategic, tactical and

pragmatic component of discursive foreign language competence [10].

The strategic, tactical and pragmatic components of discursive foreign competence are combined, since the pragmatism of speech interaction always involves achieving the goal of communication with minimal effort and time. The ability of a communicator to develop a scenario and plan speech activity belongs to the strategic and tactical competence of speech. Pragmatism and the ability to follow effective strategies and tactics to achieve communication goals are directly related. The identification of the components of discursive foreign language competence requires an understanding of the systemic characteristics of discourse as a complex linguistic phenomenon, which is gaining more and more strong positions in modern linguistics. However, modern researchers do not fully take into account this unusual phenomenon in the field of theory and methodology of teaching foreign languages.

The results of research in the field of discourse theory have clearly shown that discourse 192 covers all areas of our lives. In addition, in the era of globalization of the information space, the Anglo-Saxon model of discourse contributes to the interaction of speech between representatives of different socio-cultural systems. With due attention to it in the process of forming discursive foreign language competence, the linguistic component helps foreign language learners to understand the beauty and richness of their native language, to better understand the systematic patterns of interaction both in their native and foreign languages [11].

The sociocultural component of discursive foreign language competence has great potential for self-education of the student, helping to understand a surprisingly wide range of different speech movements and behaviors in the context of (unlearned) speech activity. Understanding and mastering the socio-cultural component of discursive foreign language competence contributes to the formation of a secondary linguistic personality. Knowledge, understanding and knowledge of different styles of the genre component of discursive foreign language competence allows the communicator to quickly enter the process of speech interaction without violating the usual speech style for the participants in such speech interaction. The formal component of discursive foreign language competence can often determine the result of speech interaction. The formality of discourse depends on the hierarchy of relations between participants. The ability of a communicator to decipher

the formal context of the communicative environment and obtain a role niche that meets his interests, goals and objectives is an important component of foreign discursive competence. If the pragmatic side of the discourse cannot be implemented without well-established strategic and tactical competencies, the components of strategic, tactical and pragmatic foreign language competence can be combined. Strategic and tactical competence are of interest as an integral part of discursive foreign language competence, since if a communicator follows the Anglo-Saxon model of speech interaction, this saves time and effort in achieving the goal of communication. In conclusion, it should be noted that the proposed structure of discursive foreign language competence combines components related to different classes of discourse application, in particular: - systemic, linguistic and genre components belong to the first class - linguistic use of discourse; - the second class can include socio-cultural and formal components or reconstruct the method of composing the text; - strategic, tactical and pragmatic components contribute to the achievement of the ideal type of communication or "rational discourse", which is the third class of discourse [12]

CONCLUSION

Thus, the role of teaching a foreign language in professional activities and the relevance of the development of discursive competence is very significant. For the development of positive motivation and the effective formation of professionally oriented competence of students, it is necessary to apply various discursive practices and create conditions for the further successful application of the acquired knowledge.

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