

Method of forming discursive competence in students in the process of teaching a foreign language

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Abstract: This article explores the innovative methods for developing discursive competence in students during foreign language instruction. It emphasizes the significance of discursive competence, defined as the ability to produce and interpret coherent, oral and written texts within various contexts, drawing from both linguistic knowledge and social conventions. The authors present a framework that integrates communicative language teaching, task-based learning, and interactional strategies to enhance students' engagement and proficiency in the target language.

Keywords: Discourse, text, discursive competence, communicative competence, intercultural communication.

Introduction: The processes of intercultural integration at the national and international levels have led to the modernization of the content of language education in Uzbekistan. Language is a means of understanding the picture of the world, of familiarizing with the values created by other peoples. At the same time, language is a conductor of social reality, a key to discovering the uniqueness and originality of one's own national identity and the historical achievements of representatives of other cultures.

In teaching languages of international communication in Uzbekistan, the communicative approach is becoming increasingly widespread, which, as a number of studies show, is capable of preparing students for spontaneous communication in a foreign language. At the same time, a special role is given to the socio-cultural component of the content of education as a factor that largely determines and conditions the use of language in specific situations, thereby influencing the foreign language communicative competence of students. The key to the success of future professional and social activities of university graduates is the presence of formed knowledge and skills within the framework of discursive competence.

Oskina N and others believe that in order to teach a student a foreign language as a means of communication between specialists from different countries, it is necessary to create an environment of real communication, establish a connection between

teaching a foreign language and life, and actively use a foreign language in living, natural conditions.[6]

Introduction to another culture and participation in the dialogue of cultures is achieved through the development of the ability for intercultural communication, i.e. the acquisition of the necessary level of communicative competence.

Y. Fedorenko identifies discourse as a model of the implementation of certain communicative intentions in the context of a specific communicative situation and in relation to a specific partner, a representative of another culture, expressed by linguistic and non-linguistic means appropriate to the situation. Discourse is a product of speech activity and the process of its creation, which is determined by communicative contexts and conditions of communication.[5]

Teaching the perception and production of discourse is a complex task that requires taking into account various linguistic and extra linguistic factors, namely:

1. lexical and grammatical material;
2. phraseology and precedent statements;
3. discursive words that ensure the coherence of the text;
4. prosody and intonation;
5. facial expressions and gestures;
6. background sociocultural knowledge.

The correct use of discourse requires special training of

students both at the verbal and behavioral levels. The concept of "discourse" began to be used in the theory of teaching foreign languages in the 70s. During this period, its interpretation has undergone significant changes and its role has changed. If in the 60s and 70s discourse was understood as a coherent sequence of sentences or speech acts, then at present it is defined as a complex communicative phenomenon that includes, in addition to the text, extra linguistic factors necessary for understanding the text.[2]

The main basic functions of the text are:

1. Communicative, which is represented in the text to be the most important form of human communication, information interaction, message.
2. Pragmatic, expressed in the property of the text to be the most important means of socio-psychological influence on communicants.
3. Cognitive, consisting in the property of the text to be the most important means of expressing knowledge about the world formed in the consciousness of communicants, as well as a way of forming new concepts (ideas - notions, judgments - conclusions), creating new knowledge about the world in the conceptual system of the individual; the cognitive situation of communication is reflected in the semantics of syntactic units, the sequence of logical and semantic ones.
4. Accumulative, realized in the property of being the basis of a socially significant form of reflection of the reality surrounding a person, that is, a form of existence of socio-historical experience, storage of knowledge, including knowledge about national identity, cultural traditions, and the history of the people.

Being a complete and complete speech work in content and form, a text is an act of communication that:

- ✓ represents a certain topic;
- ✓ serves as a model of speech communication of native speakers.

Thus, a text is, first of all, a carrier of certain information, a model of the use of specific linguistic material in speech.

But today this is not enough, since the main thing in communication is not the meaning of the text, not its linguistic form, but the expression and achievement of the communicative goals of the partners, and therefore the text acts as a means of achieving these goals, and the means cannot be considered in isolation from the goal.

Unlike text, discourse is a coherent text modeled in speech in combination with extra linguistic factors –

pragmatic, social, mental, etc. Discourse is a text taken in the event aspect; it is speech considered as a purposeful social action, as a component of cognitive processes and interaction of people; it is speech "immersed in life". If text is understood as an abstract, formal construction, then discourse is various types of its actualization, considered from the point of view of thinking processes and in connection with extra linguistic factors.[3]

Discourse includes non-verbal means of accompanying speech (facial expressions and gestures). In accordance with the purpose and structure of discourse, non-verbal means perform the following functions:

1. Rhythmic (auto-conducting).
2. Referential, linking words with the subject area of language application (pointing gestures).
3. Semantic (facial expressions and gestures accompanying certain meanings).
4. Emotional-evaluative, the function of influencing the interlocutor (gesture, incentives, persuasion).

Thus, the concept of discourse does not coincide with the text.

Based on the above, the following methodological conclusion can be made: a student should not memorize texts as some examples of the linguistic realization of a certain meaning of a topic, but should create and perceive discourses based on the communicative goal and communication situation.

When communicating in class, a student should determine his communicative goal: why he speaks or writes. Based on this, he chooses the topic and type of discourse.

Based on the communication environment, it is necessary to determine the semantic content and linguistic form of the text. The listener must also determine the speaker's communicative goal. Only in this case will the understanding of the meaning be complete, and the listener will be able to adequately respond to the speaker's goal.

The speech skills necessary to perform these actions are quite complex and their formation requires systematic training. This requires a targeted methodology for teaching the generation and perception of discourses, ensuring the formation of discursive competence.

Training should be preceded by the selection of discourse types relevant to the learning objectives of a particular educational institution. Discourses should correspond to the areas and situations in which communication of this category of graduates of the educational institution will take place.[1]

We propose to structure the stages of selection of discourse types as follows: 1. Selection of discourse. Its correspondence to a specific sphere and situation, its relevance to the type of educational institution.

2. Setting a communicative goal, determining the logical-semantic and syntactic structure, as well as the means of intra-textual communication.

3. Determining and studying the communication situation in which the selected discourses are used. Creating a problem situation.

4. Determining the status of communicants and their communicative goal.

5. Selecting the linguistic means necessary to express a certain communicative intention, for example: presentation, appeal, clarification, conclusion, apology, request.

Thus, for successful intercultural communication it is necessary to form a system of knowledge and skills necessary for the implementation of the process of speech interaction. This task should be solved comprehensively, taking into account and forming background knowledge of a cultural nature, an adequate assessment of the speech-behavioral role of each of the participants in communication and their implementation of the corresponding discursive strategies.

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