

Methodology for Developing Students' Discursive Competence

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Abstract: This article describes pedagogy in the development of discursive competence of students of higher educational institutions and analyzes scientific research conducted in this field.

Keywords: Discursive competence, dialogic repetition, speech skills, communicative text, speech communication, reasoning.

Introduction: In world practice, special attention is paid to the fact that the development of information and communication technologies increases the comprehensive competitiveness of countries, creates broad opportunities for collecting and summarizing large volumes of information, and organizing management at a strategic level. In particular, the study of the features of the discursive competence of primary school teachers is of great importance.

Discours from the Latin "discursus" - "running left and right, movement, circular movement, conversation, conversation" - speech, the process of language activity, methods of speaking through the Internet system.

Researchers O.I.Kucherenko, N.P.Golovina studied the problems of discursive competence, E.V.Musnitskaya studied the formation of professional speech skills, and A.I.Ivanchenko studied the speech skills of students.

In world research, the problems of discourse analysis have been studied by such scholars as Z.Klemencevich [1], U.Mukarovsky [2], O.Essen [3], N.Yu.Shvedova [4], M.L.Mikhлина [5], T.G.Vinokur [6], but the state of discourse in the school classroom in pedagogical education and the problems of its assessment have not been studied.

Scholars such as S.Boymirzaeva, L.Raupova [7], B.Urinboev [8], A.H.Hazratkulov and G.Toirova [9] conducted research related to the concepts of discourse, communicative text, and speech communication.

According to researcher G. Bekimbetova, discursive competence includes the development of oral or written speech, the ability to construct sentences. For this, he considers the use of various syntactic and semantic means, the ability to understand the thoughts and messages of another person) [10].

Provides students with deep knowledge, as well as opportunities to develop critical thinking, collaboration, creativity, and approach skills. Including leading in revealing creative energy between students and teachers, which led to increased student engagement and improved learning outcomes for everyone [11].

In the study of the problem of forming the speech abilities of a future teacher, S.N.Mitina, in addition to personal communicative skills, also includes knowledge of the basic concepts of linguistics in the analyzed concept [12].

This term was first introduced into circulation in the article "Discourse Analysis" by the American researcher Z. Harris [13]. In our scientific community today, it has become customary to keep the concept of "discourse" closer to the term "dialogue." However, the term discourse is a high-volume phrase existing in colloquial speech, therefore, it is a direction about the relationship with existing phrases. On the contrary, as a result of discursive analysis, new specific linguistic aspects of the sentence as a language unit were also studied [14].

L.Raupova's monograph "Discursive Interpretation of

Dialogic Speech," published in 2010, can be considered as a presentation to those interested in the field of the manifestation of content and forms that move to the plane of expression in dialogic speech as discourse [15].

We observed that it was given by E.V.Sawyer: "Speech competence, in other words, discursive, is associated with the ability to create and understand various types of speech." Moreover, discourse is understood as a "complex communicative phenomenon that includes the participants of communication (and their characteristics), as well as the social context that provides insight into the process of producing and perceiving the message" [16].

In discourses, that is, in speech competence, a specific person realizes, analyzes, and translates the results of the accumulated subjective content, regulates themselves and their personal experience. Therefore, speech competence is also called "discursive competence" in some sources [17].

In our opinion, the basis of discursive competence is speech competence. In this regard, L.I. Kirilina, emphasizing that speech competence encompasses the set of knowledge, skills, and abilities necessary for creating one's own programs of speech behavior corresponding to the goal, field, and communication situation, identifies the following linguistic factors in the formation of speech competence:

- a) knowledge of the basic concepts of speech linguistics - styles, types of speech, structure of description, reasoning, narration, methods of connecting words and sentences in the text;
- b) skills and abilities of text analysis;
- c) communication skills - skills and abilities of speech communication in relation to various spheres and situations of communication, taking into account the addressee and style [18].

N.N.Romanova and A.V.Filippova note that in the

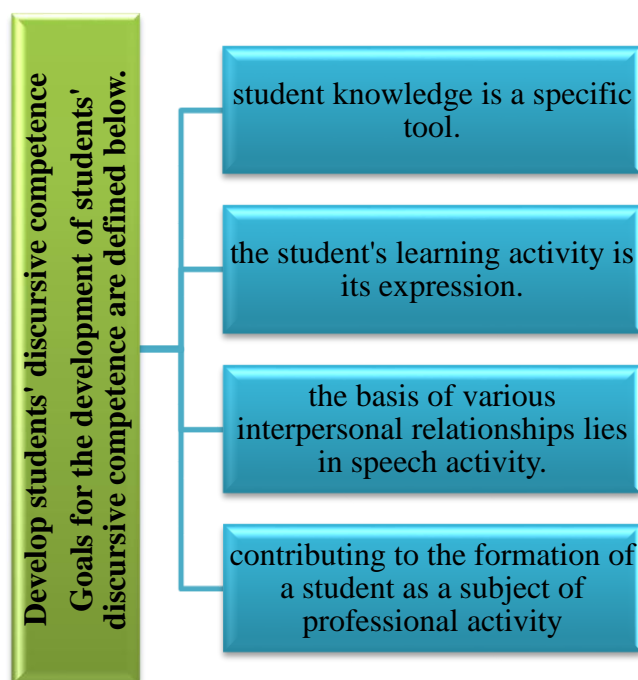
concept of speech mastery, "in this language, it is necessary to be able to speak correctly, fluently, and dynamically in the form of free practical communication, both dialogue and monologue, to understand well the speech that is heard and read, including the ability to produce and understand speech in any functional style. Speech competence is related to language competence, broad speech practice, a large volume of reading literature of various genres, and defines communicative competence [19].

Regarding discourse, Professor V.I.Tolstykh notes that "a person needs dialogical discourse in order to fully understand their place and level of ability in life. It is precisely this need that contributes to the formation of a person as a specific character, a specific type" [20].

Professors Sinclair and Coulthard of the University of Birmingham (throughout the text - Sinclair, Kaulfard) analyzed colloquial discourse in school lessons at the university, viewing discourse as a teacher-student speech model, and studied the structure of discourse in school classrooms as a preliminary study [21].

In our view, the characteristic essence of speech competence is that it has a discursive character and reflects the qualities of the verbal behavior of learners. Speech competence simultaneously serves as a reflection and activation mechanism for internal experience in professional activity. A person's conceptual and emotional experience is mainly manifested, transmitted, and received through sign, gesture communications. The development of discursive competence of future primary school teachers is manifested in speech perception, logical and expressive forms of speech activity, influence on partners, and other processes.

We aimed to identify the following features in the development of discursive competence of students in pedagogical higher educational institutions. (Fig. 1)



So, we can make the following proposals for the development of students' discursive competence:

a) the educational process in pedagogical universities should be organized in such a way that the process of forming the student's speech competence is more effective;

b) the successful formation of speech competence should be one of the main tasks not only in the study of special subjects related to speech activity, for example, the subject "Teacher's Speech Culture," but also in all other subjects studied by students in accordance with the curriculum;

c) any academic discipline in the professional training of a future teacher should be aimed at developing students' speech activity.

Thus, based on the considerations regarding the discursive competence of future primary school teachers, we come to the following conclusions:

1. Discursive competence serves as a linguistic factor in bringing speech-thinking activity, vocabulary, intellectual and potential to the level of a competent national personnel.

2. The effective use of unique and appropriate speech abilities by future primary school teachers to express their intentions, thoughts, and inner experiences for specific purposes is a great symbol of students' communicative abilities.

3. Discursive competence, by its content and essence, performs the tasks of acquiring certain knowledge, receiving and transmitting information, communicative communication, and stimulating (motivation). Its functions are interconnected, and in a certain speech

process, one can transition into the other.

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