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**DISCURSIVE COMPETENCE AS A KEY COMPONENT OF
PROFESSIONAL TRAINING OF FUTURE FOREIGN
LANGUAGE TEACHERS**

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Abstract. This article is devoted to the study of the essence, structure and functional role of discursive competence in pedagogical activity, as well as its significance for the professional readiness of future foreign language teachers. In the context of globalization, a teacher should not only convey linguistic knowledge, but also teach students how to effectively use language in various communicative situations. Effective communication involves a comprehensive command of all types of speech activity and the ability to integrate linguistic, socio-cultural and pragmatic knowledge in the context of a specific speech situation. In this regard, discursive competence, defined as the ability to create and interpret coherent and connected texts, is considered a critical component of the professional training of future foreign language teachers. The purpose of the study is to determine the significance of discursive competence in the training of future teachers. For this purpose, scientific literature was analyzed and a survey was conducted among students of the pedagogical faculty, the educational program "Teacher of Two Foreign Languages". The study analyzes the main theoretical foundations of discursive competence and methods of its development. The survey helped to understand to what extent students understand the importance of discursive competence and what difficulties they encounter during their studies. The findings of the study suggest that targeted teaching methods should be included in curricula that will develop all components of discursive competence. The study is valuable because it helps to improve the training of teachers. This, in turn, will improve the level of language education in the country. The practical significance of the work is aimed at preparing students for real professional and intercultural interactions and the use of a foreign language in different situations.

Key words: discourse, competence, discursive competence, speech activity, coherence, foreign language teaching, pedagogical training, professional communication

Introduction

In the modern world, where communication in foreign languages plays a key role in education, business and international cooperation, the formation of discursive competence of future foreign language teachers is becoming a strategically important task. In the context of globalization, a teacher must not only convey knowledge about the language, but also teach students to use it effectively in various communicative situations.

According to the State Compulsory Education Standard of the Republic of Kazakhstan (SCES), one of the most important areas of training teaching staff is the development of professional and communicative competence, which includes the ability to effectively use language in intercultural interaction. In particular, SCES 2023 notes that graduates of pedagogical specialties must master the methods and technologies of teaching a foreign language that ensure the development of cognitive and communicative abilities of students [1]. This emphasizes the need to form discursive competence as the basis for successful teaching.

In addition, the Address of the President of the Republic of Kazakhstan Kassym-Jomart Tokayev to the people of Kazakhstan focuses on the modernization of the education system and advanced training of teachers. In particular, the President noted the need to train competitive specialists who are able to communicate effectively in the global educational space [2]. In this context, discursive competence is an integral element of the professional training of foreign language teachers, as it allows not only to correctly construct statements, but also to take into account the cultural and situational aspects of communication.

In modern scientific and methodological discourse, the concept of competence is interpreted in different ways, but all definitions focus on the individual's ability to act independently, meaningfully and productively based on certain knowledge and skills [3].

Competence is not just knowledge or skill, but the integral ability of a person to apply this knowledge and skills in a real situation to achieve specific goals. As part of the educational process, this becomes the basis for the formation of professionalism and research maturity of a future specialist.

Competence acts as the basis for the formation of a personality capable not only of intercultural interaction, but also of active participation in the media environment, which makes it an important component of the professional training of future specialists in the field of foreign languages and communication [4].

One of the key components of professional training, especially in the context of teaching foreign languages, is discursive competence. It reflects an individual's ability not only to competently and meaningfully construct a speech utterance, but also to interact effectively in a specific communicative situation, observing the norms of thematic coherence, logic and stylistic relevance.

Insufficient development of the teachers' discursive competence can lead to a number of problems: difficulties in explaining linguistic phenomena, decreased motivation of students, difficulties in organizing interactive learning. Therefore, in order to improve the quality of language education in Kazakhstan, it is necessary to pay special attention to the methods of developing the discursive competence of future teachers, introducing authentic materials, problem situations and interactive technologies.

Discourse and discursive competence have been defined in a variety of ways in pedagogical and linguistic study. In the 1970s, the concept of "discourse" was included into theories of teaching foreign languages. Its meaning has changed over time, as its interpretation. The concept of "discourse" was mostly assumed

as a cohesive set of sentences or speech acts in the 1960s and 1970s. Today, though, it is recognized as a complex communicative phenomenon that includes extralinguistic elements necessary for its complete comprehension in addition to the text itself.

Discursive competence refers to the ability to produce and comprehend texts by adhering to appropriate linguistic and communicative conventions. Constructing a coherent spoken or written message necessitates the careful selection, organization, and sequencing of words, grammatical structures, and utterances. This process integrates lexical and syntactic resources with sociocultural awareness and overarching communicative intent, enabling the effective transmission of messages, attitudes, and the creation of cohesive discourse.

Discursive competence encompasses the ability to comprehend diverse communicative expressions and construct coherent, logically structured texts through the effective use of various linguistic resources. The introduction of the concept of “discursive competence” as a sub-competence belongs to M. Canale. Some other scientists (M. Swain, N. P. Golovina, L. P. Kaplich, O. I. Kucherenko, I. F. Ukhvanova-Shmygova) also note that discursive competence is also statements related to a real communicative situation, knowledge of various types of discourse and the rules of their construction. Scientists X. Beer, M. Butzbach-Rivera, M. Pendanks, M. Canale, M. Swain, Y. Simard noted that discursive competence is the possession of a certain set of discourses.

Discursive competence is “the ability to create a coherent speech utterance, while observing thematic organization, cohesion, coherence, rhetorical effectiveness and logic within the framework of a real communication situation and a functional style adequate to it” [5].

This viewpoint emphasizes that discourse is more than just putting words together; it also entails paying close attention to how these components complement one another to produce a coherent message. Insisting that discursive competence is dynamic and adjusts to the situational and functional needs of discourse, Popova’s addition of “real communication situation” and “functional style” highlights the significance of context and appropriateness in communication. This description is consistent with modern perspectives that discourse is a dynamic, context-dependent phenomena that necessitates knowledge of both language and the social and cultural context in which communication takes place. In this way, Popova’s method expands the definition of discursive competence and establishes it as a necessary ability for successfully negotiating communication in the actual world.

Discursive competence (DC) is a person’s ability to understand various types of communicative statements and provide communication commensurate with the level of professional development of the subject of professional communication, as well as the semantic, syntactic, and extralinguistic levels [6].

R.A. Cheremisinova developed a methodology for teaching foreign-language written discursive competence (DC) to students at a linguistics faculty, presenting it as a model implemented in university education. This study focuses

on the structure and components of written DC, including grammatical and lexical cohesion and coherence at the level of text organization [7].

The author offers a systematic approach to teaching written DC, focusing on its key components, such as cohesion and coherence, which are essential for producing clear and effective written communication in a foreign language.

The significance of DC in oral communication, particularly in formal discourse, and their applicability to intercultural communication are emphasized by O.I. Kucherenco. In addition to suggesting an approach for teaching oral communication in French using discourse-specific formulas and exercises, the study highlights the development of DC through interaction with native speakers [8].

O.I. Kucherenco suggests that language instructors need to develop the ability to differentiate between various types of foreign-language discourses in professional contexts and guide students in constructing these discourses according to their specific rules.

L.O. Geliver addressed the formation of discursive-strategic competence for linguists and language instructors using language synonymy. Geliver's methodology includes exercises that develop skills in grammatical synonymy using materials from German journalistic, official, and advertising discourse. The goal is to teach students to select the most appropriate syntactic constructions for different types of discourse [9].

The approach appears to be well grounded in both theory and practice and is aimed at equipping students with the skills needed to navigate diverse linguistic contexts. The use of synonymy (grammatical and lexical variation) is an interesting and effective way to teach flexibility in language use. This is particularly important for language learners who need to adapt their language use based on specific discourse types (e.g., journalistic, official, advertising).

A. Gorbunov offers a detailed description of DC, defining in "the ability of a participant in the communication process to perceive and produce discourse in a foreign language, to interpret and use the vocabulary of a particular discursive community, and to demonstrate their capacity to organize linguistic material into a complete, cohesive, and finished speech act that solves the interpersonal task in a socially, culturally, professionally, and strategically defined context" [10].

These studies highlight the significance of discursive competence in various domains, such as written and oral communication and professional discourse, and underscore the need for further research and methodology development, particularly in vocational education.

A. Gorbunov presents an alternative framework for understanding the structure of foreign-language discursive competence (DC), identifying several key components that form the basis of this competence:

- *systemic component* (knowledge of the language system, including essential discursive characteristics such as genre, functional style, and formality);
- *linguistic component* (proficiency in applying the grammatical, lexical, and syntactic rules of the foreign language);
- *sociocultural component* (the ability to engage in communication while

adhering to the speech norms of other cultures and communities);

- *genre component* (the skills required for effective communication within various discursive communities, including professional ones);

- *formal component* (the ability to decode and accurately interpret the sociocultural and professional context of the discourse);

- *pragmatic (tactical) component* (the ability to plan and structure communication in a foreign language according to the specific goals and purpose of the interaction) [8].

The model of foreign-language discursive competence encompasses six interrelated components: systemic, linguistic, sociocultural, genre, formal, and pragmatic. In the intermediate stage of foreign language education, the focus should be done on developing these components to enhance students' overall discursive competence.

Thus, the study of discursive competence as a key component of the professional training of foreign language teachers corresponds to modern educational standards and the strategic goals of Kazakhstan for the development of the education system and the training of highly qualified teaching staff. The purpose of the study is to determine the importance of discursive competence in the professional training of future foreign language teachers.

Materials and methods

This study used materials including scientific publications and regulatory documents, as well as data obtained as a result of a survey of final-year students of the pedagogical faculty of foreign languages. Scientific literature and regulatory acts (SCES) were analyzed to determine existing approaches to the formation of discursive competence of future foreign language teachers.

The methodological part of the study consists of literary analysis and questionnaires. Literary analysis allowed to systematize modern research in the field of discursive competence and identify the requirements of the State Standard for the training of teachers. The survey was conducted among 60 4th-year students studying in the educational program "Teacher of Two Foreign Languages" of JSC "Ablai Khan KazUIR& WL". The questionnaire contains the questions aimed at assessing students' confidence in using foreign language in various communicative situations, identifying difficulties in adapting speech to different contexts and preferences in teaching methods that contribute to the development of discursive competence. The data was collected through the Google Forms online platform, and the subsequent analysis of information processing. An integrated approach combining literature analysis and empirical data provided a comprehensive understanding of the current state of discursive competence development in future foreign language teachers.

Results

The student survey results support theoretical insights. The survey yielded the following results: 63% of respondents define "discursive competence" as the ability to adapt speech according to the context of communication and the

communicative situation; 50% of respondents view it as the ability to construct logically connected text in both oral and written forms, while 23.3% consider it as the ability to use speech clichés and grammatical constructions (Figure 1).

How do you understand the concept of "discursive competence"?
(check all that apply)

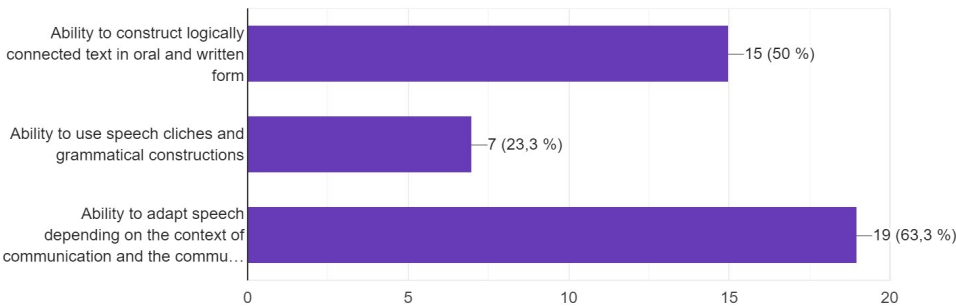


Figure 1 - Students' Responses to the Question:
“How do you understand the concept of “discursive competence”?”

Exactly half of the students surveyed (50%) stated that they face difficulties in adapting their speech to different student levels while developing their discursive competence. 30% of respondents attribute these difficulties to a lack of practice in conducting dialogues and discussions, while 23% note challenges in maintaining the logic and coherence of their speech (Figure 2).

What difficulties do you face in developing your discursive competence? (Select all that apply)

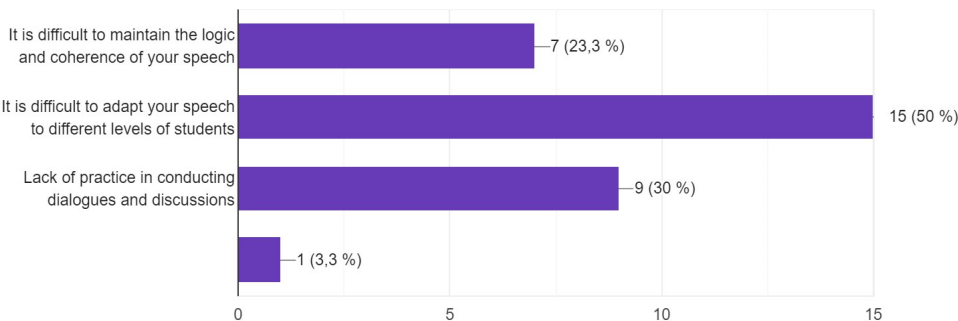


Figure 2 - Students' Responses to the Question: “What difficulties do you face in developing the discursive competence?”

According to the survey’s findings, most participants believe that a foreign language teacher’s professional ability must include discursive ability. This

implies that aspiring teachers are aware of how important it is to be able to modify their voice, organize their arguments rationally, and communicate properly in a variety of settings. The very large proportion of respondents who rank it as “very important” (50%) and “important” (36.6%) emphasizes the need for teacher preparation programs to include targeted instructions in this area (Figure 3).

How do you rate the importance of discursive competence for the future profession of a foreign language teacher?

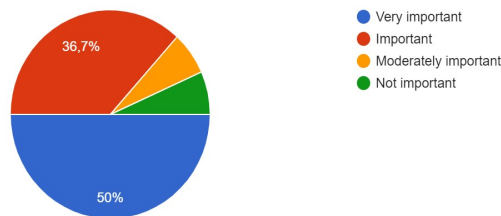


Figure 3 - Students' Responses to the Question: “How do you rate the importance of discursive competence for the future profession of a foreign language teacher?”

How frequently students practice discourse skills are seen in the following chart. According to the survey results, 63.3% of respondents reported practicing them frequently, 16.7% indicated engaging in such practices relatively infrequently, and 13.3% stated that they did so regularly. Based on the statistics, it appears that most students regularly participate in discourse-building activities, which is a good sign of their training. The fact that 16.7% of students exercise discourse skills infrequently, however, can point to a dearth of organized chances for interactive learning and real-world communication. In order to guarantee consistent development of this competency, this research emphasizes the necessity of including more discourse-based activities in the curriculum, such as talks, debates, and role-playing exercises (Figure 4).

How often do you practice discourse skills in the learning process?

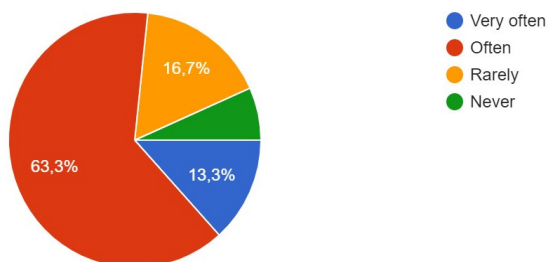


Figure 4 - Students' Responses to the Question: “How often do you practice discourse skills in the learning process?”

In response to the question, “How do you rate your level of discursive competence at the moment?” 73.3% of students rated it as average, 20% as high, and the remaining 6.7% as low. The results indicate that the majority of students (73.3%) perceive their discursive competence as moderate, suggesting that they have a basic ability to structure discourse but may still face challenges in adapting their speech to different contexts. The fact that only 20% consider their competence high implies that more advanced training is needed. Meanwhile, the presence of students with a low self-assessment (6.7%) highlights the necessity of targeted support and additional practice in discourse-related activities. These findings suggest that discursive competence development should be stronger focused on foreign language teacher education programs (Figure 5).

How do you rate your level of discursive competence at the moment?

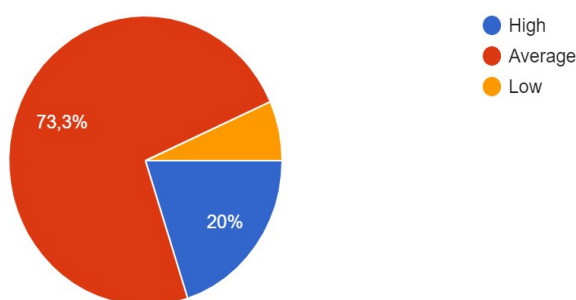


Figure 5 - Students' Responses to the Question: “How do you rate your level of discursive competence at the moment?”

Discussion

The findings suggest that foreign language teacher education programs should place greater emphasis on developing discursive competence as an integral part of professional training. The literature review underscores that effective communication requires more than grammatical accuracy; it also involves the ability to structure discourse according to its genre, purpose, and communicative context. The survey responses confirm that students need more targeted practice in discourse construction, particularly in professional settings.

The survey revealed the specificity of discursive qualification in the professional training of future foreign language teachers and confirmed the need for its targeted development. Despite the awareness of its importance, as a result, some students face difficulties in adapting speech to different communicative situations, which indicates the need to strengthen the effective focus of training. The research data show the relevance of including more interactive tasks in educational programs, student specialists usually use discursive skills as an example, as well as additional support measures for students with a low level of relevant competence.

Conclusion

The study highlights the crucial role of discourse competence in the professional training of future foreign language teachers. The literature review and survey results show that although students acquire fundamental linguistic knowledge, they require more structured practice in constructing discourse. To address this issue, the university curriculum should include targeted methods that develop all components of discourse competence. Strengthening skills at the discourse level will not only improve students' communicative abilities, but also increase their readiness for real professional and intercultural interactions. Future research should explore the implementation of innovative teaching strategies and digital tools to further support the development of discourse competence in foreign language education.

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ДИСКУРСИВТІ ҚҰЗЫРЕТТІЛІК БОЛАШАҚ ШЕТЕЛ ТІЛІ МҰҒАЛІМДЕРІН КӘСІБИ ДАЯРЛАУДЫҢ НЕГІЗГІ ҚҰРАМДАС БӨЛІГІ РЕТІНДЕ

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Аңдатпа. Бұл мақала педагогикалық іс-әрекеттегі дискурсивті құзіреттіліктің мәнін, құрылымын және функционалдық рөлін, сонымен қатар оның болашақ шетел тілі мұғалімдерінің кәсіби дайындығы үшін маңызын зерттеуге арналған. Жаһандану жағдайында мұғалім лингвистикалық білімді жеткізіп қана қоймай, оқушыларға тілді түрлі коммуникативті жағдайларда тиімді пайдалана білуге үйретуі керек. Тиімді қарым-қатынас сөйлеу әрекетінің барлық түрлерін жан-жақты меңгеруді және лингвистикалық, әлеуметтік-мәдени және прагматикалық білімдерді белгілі бір сөйлеу жағдайының контекстінде біріктіру қабілетін талап етеді. Осыған байланысты дәйекті және дәйекті мәтіндерді құру және түсіндіру қабілеті ретінде анықталатын дискурсивті құзыреттілік болашақ шет тілі

мұғалімдерін кәсіби даярлаудың маңызды құрамдас бөлігі болып саналады. Зерттеудің мақсаты – болашақ мұғалімдерді дайындаудағы дискурсивті құзыреттіліктің маңыздылығын анықтау. Осы мақсатта ғылыми әдебиеттерге талдау жасалып, «Екі шет тілі мұғалімі» білім беру бағдарламасының педагогикалық факультетінің студенттері арасында сауалнама жүргізілді. Зерттеуде дискурсивті құзыреттіліктің негізгі теориялық негіздері мен оны дамыту әдістері талданды. Сауалнама студенттердің дискурстық құзыреттілік маңыздылығын қаншалықты түсінетінін және оқу барысында қандай қиындықтарға тап болатынын түсінуге көмектесті. Зерттеу нәтижелері оқу бағдарламаларына дискурсивті құзыреттілікті құрайтын барлық компоненттерді дамытатын оқытудың мақсатты әдістерін енгізуді ұсынады. Зерттеу мұғалімдердің біліктілігін арттыруға көмектесетіндіктен құнды. Бұл өз кезегінде еліміздегі тілдік білім деңгейін көтеруге мүмкіндік береді. Жұмыстың практикалық маңыздылығы студенттерді нақты кәсіби және мәдениетаралық қарым-қатынасқа және әртүрлі жағдайларда шет тілін қолдануға дайындауға бағытталған.

Тірек сөздер: дискурс, құзыреттілік, дискурсивтік құзыреттілік, сөйлеу әрекеті, жүйелілік, шет тілін оқыту, педагогикалық дайындық, кәсіби қарым-қатынас

ДИСКУРСИВНАЯ КОМПЕТЕНЦИЯ КАК КЛЮЧЕВОЙ КОМПОНЕНТ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

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Аннотация. Данная статья посвящена исследованию сущности, структуры и функциональной роли дискурсивной компетенции в педагогической деятельности, а также значимости для профессиональной готовности будущих учителей иностранного языка. В условиях глобализации преподаватель должен не только передавать лингвистические знания, но и обучать студентов эффективному использованию языка в различных коммуникативных ситуациях. Эффективная коммуникация предполагает комплексное владение всеми видами речевой деятельности и умение интегрировать лингвистические, социокультурные и прагматические знания в контексте конкретной речевой ситуации. В связи с этим, дискурсивная компетенция, определяемая как способность к созданию и интерпретации связных и когерентных текстов, рассматривается как критически важный компонент профессиональной подготовки будущих преподавателей иностранных языков. Цель исследования — определить значение дискурсивной компетенции в подготовке будущих учителей. Для этого была проанализирована научная литература и проведен опрос среди студентов педагогического факультета, образовательной программы «Учитель двух иностранных языков». Исследование анализирует основные теоретические основы дискурсивной компетенции и методы её развития. Опрос помог понять, насколько студенты осознают важность дискурсивной

компетенции и с какими трудностями они сталкиваются во время обучения. Выводы исследования говорят о том, что в учебные программы нужно включить целенаправленные методы обучения, которые будут развивать все компоненты дискурсивной компетенции. Исследование ценно тем, что оно помогает улучшить подготовку преподавателей. Это, в свою очередь, повысит уровень языкового образования в стране. Практическое значение работы нацелена на подготовку студентов к реальным профессиональным и межкультурным взаимодействиям и использованию иностранного языка в разных ситуациях.

Ключевые слова: дискурс, компетентность, дискурсивная компетентность, речевая деятельность, согласованность, обучение иностранным языкам, педагогическая подготовка, профессиональная коммуникация

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