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METHODOLOGICAL MODEL OF DEVELOPING DISCURSIVE COMPETENCE IN FOREIGN LANGUAGE EDUCATION

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Abstract. The article presents a comprehensive methodological model for developing discursive competence (DC) in foreign language education. The relevance of the study is determined by the need to prepare teachers capable of constructing, interpreting, and managing discourse in complex pedagogical and intercultural communication contexts. The proposed model is grounded in the principles of the situational and action-oriented approaches, which ensure the integration of linguistic, cognitive, and professional dimensions of teacher education.

The model comprises five interrelated blocks: the target block, which defines educational goals and expected outcomes; the conceptual block, specifying the methodological and theoretical foundations; the subject-content block, which represents the structure of discursive competence, including linguo-strategic, situationally oriented, and cohesive-coherent components; the procedural-technological block, focusing on methods and instructional technologies; and the result-evaluative block, which establishes criteria, indicators and assessment tools for diagnosing the level of discursive competence development.

Each discursive subcompetence develops progressively through three formation levels—low, medium, and high—corresponding to the foundational, operational-analytical, and professional-creative stages. This progression reflects a transition from basic linguistic and sociocultural knowledge to autonomous, reflective, and creative discourse production within professionally oriented contexts.

The novelty of the study lies in the systematic alignment of discursive subcompetences with situationally modeled pedagogical tasks and clearly defined assessment criteria, which ensures the reproducibility and practical applicability of the model in teacher education programs. The proposed framework contributes to the theoretical and applied foundations of contemporary foreign language teaching methodology by offering a structured and evidence-based approach to integrating discursive competence development into professional teacher training.

Key words: discursive competence, foreign language education, methodological model, situational approach, communicative strategies, discourse development, CEFR, mediation

Introduction

Contemporary foreign language education is increasingly shifting from the transmission of linguistic knowledge toward the development of professional communicative abilities and critical engagement with meaning across diverse sociocultural and educational contexts. In this paradigm, a foreign language is viewed not only as an object of study but also as a tool for professional interaction, reflection, and mediation. Consequently, future teachers are required to demonstrate the ability to manage discourse effectively in instructional, interpersonal, and intercultural communication.

A central component of such professional preparedness is discursive competence, which can be defined as the ability to construct, interpret, and regulate discourse in accordance with communicative goals, contextual conditions, and the characteristics of interlocutors [1, 2]. Discursive competence integrates linguistic knowledge with pragmatic awareness, cognitive processing, and sociocultural sensitivity, enabling teachers to participate meaningfully in pedagogical communication and to guide learners' discourse development.

To establish a clear theoretical framework and avoid conceptual overlap, it is necessary to delineate discursive competence from adjacent communicative constructs, such as pragmatic, interactional, and strategic subcompetences. While pragmatic competence primarily focuses on the functional appropriateness of speech acts and illocutionary force in specific contexts, and interactional competence emphasizes the co-construction of meaning, turn-taking, and repair strategies during real-time communication, discursive competence functions as an integrative macro-construct. It goes beyond isolated speech acts or turn-taking mechanisms by enabling the speaker to construct, sequence, and structure coherent and cohesive text/discourse aligned with specific genre conventions, pedagogical goals, and communicative scenarios. Strategic competence acts as a regulatory tool within this structure, offering compensatory and planning mechanisms when discursive or linguistic breakdowns occur. Thus, in the context of foreign language teacher education, discursive competence synthesizes pragmatic intentionality, interactional dynamics, and strategic choices into an organized, context-bound pedagogical discourse.

Recent research highlights that the formation of discursive competence requires the integration of linguistic, cognitive, and sociocultural dimensions of learning [3, 4]. It is increasingly conceptualized as an integrative phenomenon that combines language proficiency, contextual analysis, and strategic meaning-making in professionally significant situations. For future foreign language teachers, discursive competence constitutes a foundation for professional identity formation and reflective pedagogical practice, which necessitates a reorientation of traditional instructional approaches toward the modeling of authentic communicative situations [5].

The national education policy of the Republic of Kazakhstan emphasizes the modernization of teacher education and the development of competencies aligned with international educational standards. The State Compulsory Standard for Higher Education [6] identifies communicative culture, intercultural competence, and the use of contemporary pedagogical technologies as essential learning outcomes for graduates of pedagogical programs. These requirements highlight the need for methodological frameworks that support the systematic development of discursive competence in future foreign language educators.

Despite extensive research on communicative and professional competence, the issue of structured discursive competence development within pedagogical higher education remains insufficiently addressed. Many existing programs prioritize linguistic accuracy and formal language skills while underestimating the importance of discourse analysis, contextual interpretation, and discourse production in real pedagogical settings [7, 8]. Moreover, there is a lack of methodological models that integrate discursive competence development with professionally oriented situational tasks and provide clearly defined criteria for assessing its formation levels.

In response to this research gap, the present study aims to develop and theoretically substantiate a methodological model for the systematic development of discursive competence in future foreign language teachers.

To achieve this overarching aim, the study addresses the following specific research objectives:

- To delineate the conceptual boundaries of discursive competence in relation to adjacent constructs (pragmatic, interactional, and strategic competence) within foreign language teacher education.
- To define and theoretically justify the core subcompetences (linguo-strategic, situationally-oriented, and cohesive-coherent) comprising discursive competence for future educators.
- To design a structured, five-block methodological model that systematically aligns target objectives, theoretical foundations, subject-content components, procedural technologies, and evaluative criteria.
- To establish a progressive framework of developmental stages and criteria for assessing discursive competence levels in professionally oriented pedagogical contexts.

Grounded in these objectives, the study is guided by three main research questions (RQs):

RQ1: What structural subcompetences constitute foreign language teachers' discursive competence?

RQ2: How can a methodological model be structured to integrate situational and activity-based approaches into professional discourse training?

RQ3: What diagnostic criteria and descriptors characterize the progressive development of discursive subcompetences in pedagogical settings?"

Materials and methods

The present study is theoretical and conceptual in nature and is aimed at designing a methodological model for developing discursive competence in future foreign language teachers. To achieve this objective, a set of theoretical research methods was employed, ensuring the consistency, validity, and systematic character of the proposed framework.

The primary research methods included theoretical analysis of pedagogical, linguistic, and methodological literature; comparison and systematization of scientific approaches to discursive competence; and generalization of domestic and international research findings in the field of foreign language teacher education. These methods made it possible to identify the key characteristics, structural components, and developmental logic of discursive competence as a professional phenomenon.

Structural-functional modeling served as the principal methodological tool for constructing the proposed model. This method enabled the identification of core blocks of the model, clarification of their functions, and analysis of the interrelations among objectives, content, instructional processes, and expected outcomes. The use of modeling allowed discursive competence development to be conceptualized as an integrated and dynamically organized system rather than a set of isolated skills.

The methodological foundation of the study is based on the integration of several complementary scientific approaches, including the situational, activity-based, and communicative-cognitive approaches. Their combined application provides a comprehensive perspective on professional teacher training and reflects contemporary views on competence-oriented education.

The situational approach emphasizes the development of learners' discourse competence through purposeful communication within professionally relevant and contextually meaningful situations. It enables future foreign language teachers to model authentic pedagogical contexts in which they can select appropriate linguistic and discursive strategies, respond flexibly to communicative challenges, and adapt their speech behavior to specific participants and conditions. Situational learning thus contributes to the integration of language knowledge, communicative skills, and professional experience, preparing future teachers for effective discourse in real educational settings.

The activity-based approach [9] assumes that professional competencies are formed through learners' active engagement in meaningful educational and communicative activities. Within this framework, the situational approach plays a leading role, as it enables the modeling of authentic pedagogical contexts in which future teachers can apply, test, and refine their discursive strategies. Situational modeling allows professional training to approximate real teaching practice and fosters purposeful language use in pedagogically relevant contexts [10].

The communicative-cognitive approach emphasizes the interconnection between language use and cognitive processes, highlighting the importance of discourse analysis, interpretation, and strategic meaning construction. This

approach contributes to the development of learners' metacognitive awareness and their ability to consciously regulate speech behavior in professional communication.

A key methodological principle underlying the model is the unity of theory and practice. Discursive competence is conceptualized not as a sum of declarative knowledge and discrete skills but as the ability to apply linguistic, pragmatic, and sociocultural resources in professionally significant situations. This principle is implemented through the integration of theoretical instruction with the analysis of pedagogical cases, discussion of typical classroom discourse situations, and modeling of educational interaction.

In addition, the study draws on normative and conceptual documents regulating teacher education in the Republic of Kazakhstan [6]. These documents define the expected learning outcomes of pedagogical programs, including readiness for effective intercultural communication, mastery of contemporary teaching technologies, and a high level of communicative culture. These requirements served as reference points in defining the objectives and structural components of the proposed methodological model.

Overall, the applied theoretical and methodological framework provided the basis for designing a structured model consisting of interrelated blocks that ensure the systematic and purposeful development of discursive competence in future foreign language teachers.

Results

The theoretical and methodological analysis resulted in the creation of an integrative five-block model aimed at the systematic development of discursive competence in future foreign language teachers. The model provides a structured framework aligning overall educational goals with pedagogical content, instructional methods, and diagnostic tools. It comprises five interconnected components: target, conceptual, subject-content, procedural-technological, and result-evaluative blocks, each fulfilling a specific function within the training process.

The target block defines the overall educational goals, guiding principles, and expected learning outcomes related to discursive competence development. Its primary focus is on shaping future teachers' readiness to design, interpret, and manage professional pedagogical discourse in real educational interaction.

The objectives of the target block are aligned with contemporary higher education standards [6], which emphasize the integration of linguistic competence, pedagogical reflection, and intercultural communication skills in teacher training.

The conceptual block reflects the theoretical and methodological foundations underlying the construction of the model. It is based on the integration of several complementary scientific approaches that ensure an interdisciplinary understanding of discursive competence.

The situational approach serves as the core framework, enabling the modeling of authentic communicative contexts that reflect real pedagogical practice. The activity-based approach focuses on learners' active participation in

speech and professional actions. The communicative-cognitive approach supports the development of cognitive strategies for discourse analysis and interpretation.

Together, these approaches provide a holistic understanding of discursive competence as a unified construct encompassing linguistic, pragmatic, strategic, and reflective components. Within this framework, discursive competence development presupposes not only linguistic proficiency but also metacognitive awareness and the ability to consciously adapt speech behavior to changing communicative conditions.

The subject-content block defines the internal structure, content, and logical sequence of discursive competence development as a key component of professional training for future foreign language teachers. It serves as a link between the theoretical foundations of the model and its procedural-technological implementation.

The selection and structural grouping of the three proposed subcompetences – linguo-strategic, situationally-oriented, and cohesive-coherent – is theoretically grounded in the multidimensional nature of pedagogical discourse in foreign language education. Foreign language teachers do not merely produce grammatically correct utterances; they design, adapt, and scaffold pedagogical interactions according to specific educational goals, classroom dynamics, and learner needs [11, 12].

Linguo-strategic subcompetence addresses the instrumental and functional dimension of discourse. It serves as the foundation by integrating linguistic accuracy with pragmatic flexibility and communicative strategies (e.g., paraphrasing, scaffolding, mitigating, and clarifying). This enables future teachers to dynamically adjust their speech to the linguistic proficiency level of their students [11].

Situationally-oriented subcompetence captures the contextual and socio-pedagogical dimension of professional communication. Grounded in the situational approach, it equips teachers to operate within authentic pedagogical scenarios—such as giving instructions, providing formative feedback, facilitating classroom discussions, and resolving communication breakdowns. It bridges declarative linguistic knowledge with professional role performance [13].

Cohesive-coherent subcompetence governs the structural and cognitive-rhetorical dimension of discourse. Grounded in text linguistics and discourse analysis, it ensures that oral and written pedagogical discourse is logically structured, transparent, and cohesive. It allows teachers to deliver well-organized explanations, build persuasive arguments, and model coherent speech patterns for learners [12, 14].

These subcompetences develop progressively through three formation levels—low, medium, and high—corresponding to the foundational, operational-analytical, and professional-creative stages of discursive competence development. This staged progression ensures a gradual transition from basic discourse reproduction to reflective and creative discourse production in professional contexts.

Table 1 – Levels of Developing of Discursive Subcompetences in Foreign Language Education

Levels	L i n g u o - S t r a t e g i c Subcompetence	Situationally-Oriented Subcompetence	C o h e s i v e - C o h e r e n t Subcompetence
Low	- Acquires core linguistic and sociocultural knowledge (vocabulary, grammar, functional expressions, and etiquette). - Recognizes basic discourse types and communicative functions (instruction, description, questioning). - Begins to apply elementary linguistic strategies to achieve communication goals.	- Understands the structure and purpose of typical classroom situations (teacher–student, peer interaction). - Identifies communicative intentions and social roles within discourse contexts. - Responds appropriately to routine pedagogical situations.	- Recognizes basic cohesive devices (connectors, pronouns, sequence markers). - Produces short, coherent utterances and simple text sequences. - Begins to use discourse markers for basic logical connections.
Medium	- Develops the ability to select and adapt linguistic means depending on context and audience. - Analyzes speech acts, registers, and communicative strategies. - Practices reformulating, paraphrasing, and mitigating statements.	- Demonstrates flexible participation in simulated professional situations (explaining, instructing, giving feedback). - Identifies and interprets implicit meanings, intentions, and discourse roles. - Applies discourse strategies to manage interaction.	- Ensures coherence across sentences and paragraphs. - Uses rhetorical structures for argumentation, explanation, and reasoning. - Evaluates and edits texts for logical organization and flow.
High	- Freely employs a wide repertoire of linguistic and rhetorical strategies appropriate to professional discourse. - Demonstrates stylistic adaptability and pragmatic awareness in complex communication. - Creates original pedagogical discourse tailored to audience and purpose.	- Designs and performs discourse for diverse professional and intercultural contexts (lesson introduction, debate, reflection, consultation). - Modifies discourse patterns and manages dynamic classroom interaction. - Mediates and negotiates meaning in collaborative tasks.	- Produces extended, cohesive, and logically structured discourse. - Integrates argumentative, explanatory, and evaluative components. - Reflects on and improves the coherence and effectiveness of one's own discourse through peer and self-assessment.

The content of the model is guided by the principles of authenticity, situationality, and professional orientation. It encompasses discourse types that are central to future teachers' professional activity, including instructional discourse, classroom interaction discourse, and intercultural communication in multilingual educational environments.

The procedural-technological block describes the instructional methods, organizational forms, and pedagogical technologies employed to implement

the model. It reflects a shift from traditional language-focused exercises toward situationally oriented problem-based tasks that simulate real pedagogical communication.

The implementation of this block relies on situational problem-based learning, which involves the analysis of pedagogical cases and communicative scenarios [10]; reflective discussions and micro-teaching practices that promote awareness of individual discourse strategies; and the use of digital technologies that enhance interactivity, variability, and visualization of learning processes. These technologies include online discussion platforms, learning management systems (e.g., Moodle), digital simulators, and collaborative tools such as Padlet [7].

The application of situational modeling technologies fosters students' ability to respond flexibly to dynamic communicative conditions and to apply adaptive discourse strategies in professionally relevant situations.

The result-evaluative block represents a structured system of indicators, criteria, and assessment instruments designed to diagnose the level of discursive competence development and to evaluate the effectiveness of the proposed methodological model. This block ensures objectivity, measurability, and verifiability of learning outcomes in accordance with outcome-based and evidence-based approaches in contemporary foreign language education [15].

The assessment of discursive competence development is conducted across three levels—low, medium, and high—which correspond to the foundational, operational-analytical, and professional-creative stages. The low level is characterized by fragmentary theoretical knowledge of discourse and limited ability to apply discursive norms in professional communication. The medium level reflects the ability to analyze discourse and employ appropriate linguistic and pragmatic means in typical pedagogically oriented situations. The high level represents advanced discursive competence, manifested in the ability to independently construct, adapt, and creatively transform discourse in complex and non-standard pedagogical contexts, taking into account linguistic, sociocultural, and pragmatic factors.

Assessment instruments include discourse analysis checklists, situational task performance rubrics, analysis of oral and written discourse products, reflective self-reports, and expert evaluation aligned with CEFR mediation descriptors.

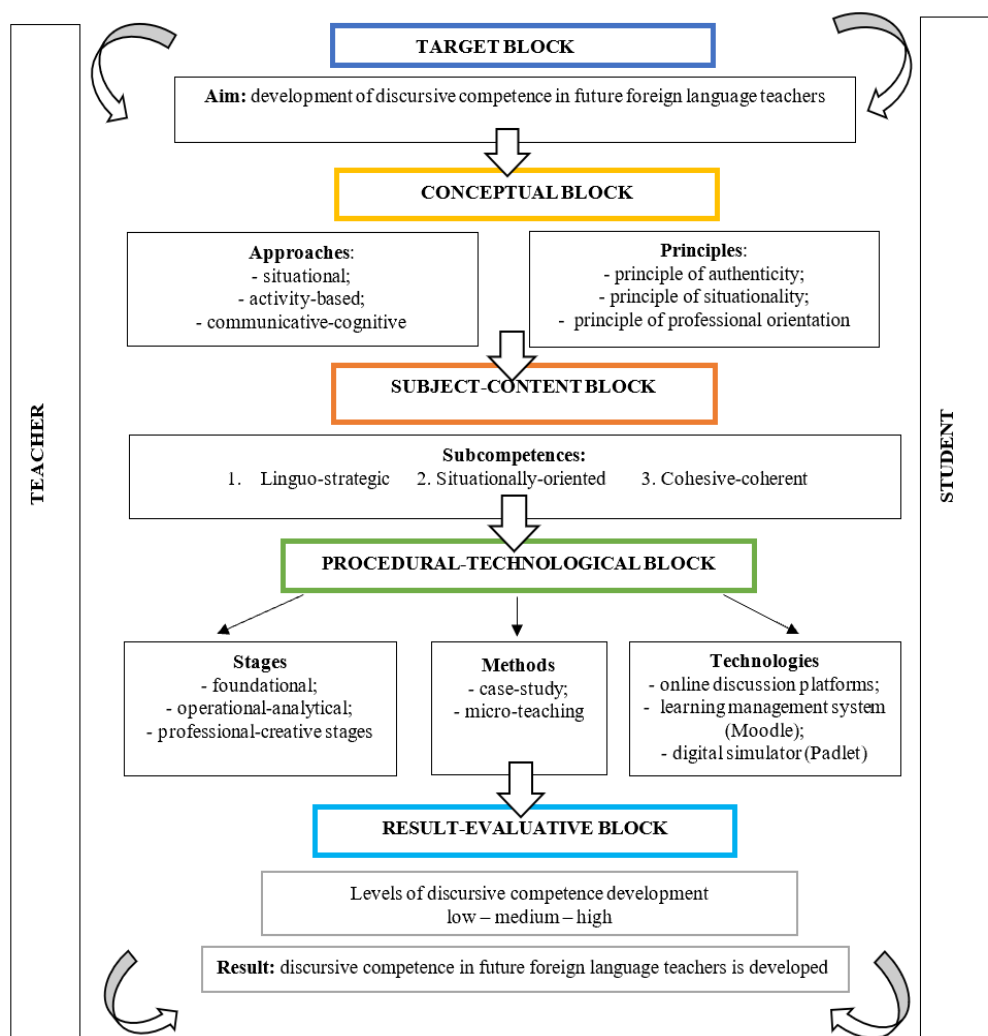


Figure 1 – The methodological model of discursive competence development in foreign language education

Discussion

The developed methodological model confirms the relevance of integrating situational, activity-based, communicative-cognitive, and sociocultural approaches in the professional training of future foreign language teachers. Their systematic combination ensures a balance between theoretical knowledge, practical discourse skills, and reflective pedagogical thinking, which is essential for effective professional communication in contemporary educational contexts.

Previous studies have demonstrated that traditional teacher education models tend to prioritize linguistic accuracy and formal language proficiency, often overlooking the cognitive-pragmatic and discourse-organizational

dimensions of communication. As a result, future teachers may possess sufficient language knowledge but experience difficulties in managing classroom discourse, adapting speech to communicative situations, and mediating meaning in pedagogical interaction. The proposed model addresses this limitation by embedding discursive competence development within professionally oriented situational tasks that simulate authentic teaching practice.

The emphasis on situational modeling within our framework aligns closely with recent international research on Classroom Interactional Competence (CIC) and teacher talk adaptation. Unlike traditional models that treat discursive skills as secondary to grammatical correctness, the proposed five-block model highlights the dynamic nature of teacher-student interaction. By operationalizing discursive competence into linguo-strategic, situationally-oriented, and cohesive-coherent subcompetences, our model bridges the gap between theoretical pragmatic awareness and actual classroom performance. Furthermore, integrating digital tools (such as LMS Moodle and Padlet) within the procedural-technological block reflects contemporary trends in digital discourse mediation, facilitating continuous reflection and peer feedback in hybrid learning environments.

The findings of this study are consistent with contemporary research emphasizing the importance of discourse-based and task-oriented approaches in foreign language education. In particular, the alignment of discursive competence development with situational modeling corresponds to CEFR Companion Volume descriptors related to mediation, interaction, and pragmatic language use. This alignment supports the view that discursive competence should be developed not as an isolated component of language proficiency but as an integrated professional ability closely connected to teaching practice.

An important implication of the proposed model lies in its responsiveness to the digital transformation of education. The incorporation of digital tools, online platforms, and interactive environments expands opportunities for modeling pedagogical discourse and fosters the development of flexible communication strategies. Digital and discursive competences are increasingly interdependent, as effective participation in online and blended learning environments requires teachers to manage discourse across multiple modalities and communicative formats.

Although the model was developed within the context of foreign language teacher education in Kazakhstan, its conceptual structure and methodological principles have broader applicability. The focus on situational modeling, staged competence development, and clearly defined assessment criteria allows the model to be adapted to different institutional and cultural contexts while maintaining its core theoretical foundations.

Overall, the discussion demonstrates that the proposed methodological model contributes to addressing current challenges in foreign language teacher education by offering a structured and theoretically grounded framework for developing discursive competence as a key component of professional communicative readiness.

Conclusion

The conducted theoretical and methodological analysis made it possible to develop and substantiate a comprehensive methodological model for the systematic development of discursive competence in future foreign language teachers. The proposed model represents an integrated framework consisting of five interrelated blocks—target, conceptual, subject-content, procedural-technological, and result-evaluative—which together ensure the consistent formation of discursive competence as a professionally significant ability.

The study demonstrates that discursive competence development extends beyond the acquisition of linguistic knowledge and skills. It involves the formation of strategies for constructing and interpreting meaning, the development of metacognitive awareness, and the ability to reflect on and regulate one's own discourse behavior in pedagogical interaction. The situational approach, which constitutes the core of the model, creates conditions for modeling authentic professional communication and enables future teachers to adapt language use to communicative goals, roles, and educational contexts.

The practical significance of the proposed model lies in its potential integration into foreign language teacher education curricula, particularly within the methodological cycle of pedagogical disciplines, as well as in professional development programs for in-service teachers. By combining a solid theoretical foundation, professionally oriented content, and the use of digital technologies, the model contributes to improving the quality of teacher training and enhancing teachers' readiness for effective discourse management in contemporary educational environments.

At the same time, the study has certain limitations. The proposed model is theoretical and conceptual in nature and has not yet undergone empirical validation. Future research will focus on the experimental implementation of the model, the development and validation of diagnostic tools for assessing discursive competence formation levels, and the creation of digital learning environments to support situational problem-based tasks.

Overall, the methodological model presented in this study provides a coherent scientific basis for updating approaches to foreign language teacher education. It reflects current trends in competence-oriented and discourse-based pedagogy and responds to the challenges of preparing teachers capable of effective professional communication in multicultural and digitally mediated educational contexts.

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ШЕТТІЛДІК БІЛІМ БЕРУДЕГІ ДИСКУРСИВТІК ҚҰЗЫРЕТТІЛІКТІ ДАМУДЫҢ ӘДІСТЕМЕЛІК МОДЕЛІ

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Аңдатпа. Мақалада шетел тілін оқытуда дискурсивті құзыреттілікті (ДҚ) дамытудың кешенді әдіснамалық моделі ұсынылған. Зерттеудің өзектілігі күрделі педагогикалық және мәдениетаралық коммуникациялық контексттерде дискурсты құруға, түсіндіруге және басқаруға қабілетті мұғалімдерді дайындау қажеттілігімен анықталады. Ұсынылған модель мұғалімдерді оқытудың лингвистикалық, когнитивтік және кәсіби өлшемдерін біріктіруді қамтамасыз ететін жағдайлық және іс-әрекетке бағытталған тәсілдер қағидаттарына негізделген.

Модель өзара байланысты бес блоктан тұрады: білім беру мақсаттары мен күтілетін нәтижелерді анықтайтын мақсатты блок; әдіснамалық және теориялық негіздерді көрсететін тұжырымдамалық блок; лингвостратегиялық, жағдайлық бағдарланған және бірізді-келісті компоненттерді қамтитын дискурсивті құзыреттіліктің құрылымын білдіретін пәндік-мазмұндық мазмұндық блок; әдістер мен оқыту технологияларына бағытталған процедуралық-технологиялық блок; және дискурсивті құзыреттіліктің даму деңгейін диагностикалау үшін

критерийлерді, индикаторларды және бағалау құралдарын белгілейтін нәтижені бағалау блогы.

Әрбір дискурсивті құзыреттілік негізгі, операциялық-талдау және кәсіби-шығармашылық кезеңдерге сәйкес келетін төмен, орта және жоғары деңгейлер арқылы біртіндеп дамиды. Бұл ілгерілеу негізгі лингвистикалық және әлеуметтік-мәдени білімнен кәсіби бағытталған контексте автономды, рефлексивті және шығармашылық дискурс өндірісіне көшуді көрсетеді.

Зерттеудің жаңалығы дискурсивті кіші құзыреттіліктерді жағдайлық модельденген педагогикалық міндеттермен және нақты анықталған бағалау критерийлерімен жүйелі түрде үйлестіруде жатыр, бұл мұғалімдерді даярлау бағдарламаларында модельдің қайталануын және практикалық қолданылуын қамтамасыз етеді. Ұсынылған құрылым дискурсивті құзыреттілікті дамытуды кәсіби мұғалімдерді даярлауға біріктіруге құрылымдық және дәлелді тәсілді ұсыну арқылы қазіргі заманғы шетел тілін оқыту әдіснамасының теориялық және қолданбалы негіздеріне үлес қосады.

Тірек сөздер: дискурсивті құзыреттілік, шеттілдік білім беру, әдіснамалық модель, жағдайлық тәсіл, коммуникативтік стратегиялар, дискурсты дамыту, CEFR, медиация

МЕТОДОЛОГИЧЕСКАЯ МОДЕЛЬ РАЗВИТИЯ ДИСКУРСИВНОЙ КОМПЕТЕНЦИИ В ИНОЯЗЫЧНОМ ОБРАЗОВАНИИ

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Аннотация. В статье представлена комплексная методологическая модель развития дискурсивной компетенции (ДК) в преподавании иностранных языков. Актуальность исследования обусловлена необходимостью подготовки преподавателей, способных конструировать, интерпретировать и управлять дискурсом в сложных педагогических и межкультурных коммуникационных контекстах. Предложенная модель основана на принципах ситуативного и деятельностного подходов, обеспечивающих интеграцию лингвистического, познавательного и профессионального измерений педагогического образования.

Модель включает пять взаимосвязанных блоков: целевой блок, определяющий образовательные цели и ожидаемые результаты; концептуальный блок, определяющий методологические и теоретические основы; предметно-содержательный блок, представляющий структуру дискурсивной компетенции, включая лингвистически-стратегические, ситуативно-ориентированные и когезивно-когерентные компоненты; процедурно-технологический блок, фокусирующийся на методах и

учебных технологиях; и результативно-оценочный блок, устанавливающий критерии, показатели и инструменты оценки для диагностики уровня развития дискурсивной компетенции.

Каждая дискурсивная субкомпетенция развивается постепенно, проходя три уровня формирования — низкий, средний и высокий — соответствующие базовому, операционально-аналитическому и профессионально-творческому этапам. Эта прогрессия отражает переход от базовых лингвистических и социокультурных знаний к автономному, рефлексивному и творческому созданию дискурса в профессионально ориентированных контекстах.

Новизна исследования заключается в систематическом сопоставлении дискурсивных субкомпетенций с ситуативно смоделированными педагогическими задачами и четко определенными критериями оценки, что обеспечивает воспроизводимость и практическую применимость модели в программах подготовки учителей. Предложенная структура способствует формированию теоретических и прикладных основ современной методики преподавания иностранных языков, предлагая структурированный и основанный на фактических данных подход к интеграции развития дискурсивной компетенции в профессиональную подготовку учителей.

Ключевые слова: дискурсивная компетенция, иноязычное образование, методологическая модель, ситуационный подход, коммуникативные стратегии, развитие дискурса, CEFR, медиация

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