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IMPLEMENTING A GENRE-BASED APPROACH AS A METHODOLOGICAL FOUNDATION FOR FORMING DISCURSIVE COMPETENCE IN FUTURE ECONOMISTS IN KAZAKHSTAN

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Abstract. The integration of Kazakhstan into the global economy has raised new demands on the foreign language training of future economists, yet a persistent gap remains between the grammatical knowledge graduates acquire and their ability to communicate in authentic professional settings. Although “Professionally Oriented Foreign Language” became a mandatory discipline in 2012, instruction has largely remained fragmentary, sustaining what this article terms a “discursive gap.” The purpose of the study is to substantiate a genre-based approach as a methodological foundation for forming discursive competence in future economists, showing how learners can be moved from passive “genre literacy” to active “genre competence.” The work is significant in that it reframes discursive competence as a professional rather than a purely linguistic category, and it offers a practical basis for specialized language training. Methodologically, the research proceeds through a theoretical synthesis of A.A. Verbitsky’s Theory of Contextual Learning and the Genre-Based Approach, supported by a comparative analysis of published pedagogical studies. On this basis it proposes a cyclical, three-phase model — authentic input, the production of secondary texts, and quasi-professional simulation — in which the foreign language functions not as an object of study but as an instrument for solving professional tasks. The study concludes that integrating the “logic of the subject matter” with language training is essential for overcoming the “two-profile” deficit among instructors. Its value lies in adapting contextual and genre theory to the economic profile in the Kazakhstani context. Practically, the proposed model can guide curriculum design, the shift from translation toward productive genres, and interdisciplinary cooperation in preparing future economists for the global sector.

Keywords: discursive competence, Contextual Learning, Genre-Based Approach, quasi-professional activity, secondary texts, meta-language, interdisciplinary integration, professional linguodidactics, professionally-oriented foreign language

Introduction

Kazakhstan’s growing role in the global economy has forced a rethinking of how its universities work, and foreign language teaching sits close to the centre of that change. As the country pursues the Bologna Process and its goal of joining the top thirty developed nations, the older model of language education is

giving way to something different. Where teaching once concentrated on reading, understanding and translating scientific texts, it now aims to give graduates a working command of the language they can use on the job. This ambition echoes Dell Hymes's (1972) account of communicative competence, which held that knowing the rules of a language means little without the social judgement to use it appropriately [1]. In practice, though, professionally oriented language teaching in Kazakhstan still struggles to close the distance between what the curriculum promises and what actually happens in the classroom.

The roots of the problem lie in the 2012 curriculum reform. Kim (2017) describes how that reform made "Professionally Oriented Foreign Language" a compulsory subject in Kazakhstani universities, meaning to bring local training into line with European standards of vocational competence [2]. The legislative framework was there, but the content of instruction did not follow. Aliyeva and Doganay (2015) point to a widening gap between teaching practice and what employers actually want: their data show that roughly 70% of local vacancies now require a foreign language for professional communication [3]. Their survey of 53 economics students sharpens the picture. While 83% of them saw professionally oriented English as essential to their careers, they also felt that the way it was taught was too far removed from real professional work to prepare them for it.

This is what we call the discursive gap. Graduates often leave university with solid grammar and a broad vocabulary, yet without the discursive competence they need to handle the rhetorical demands of the global economy. The problem shows up in many ESP (English for Specific Purposes) courses, which still treat "hard" content, such as specialised terminology and text translation, as the priority and leave "soft" communicative skills at the margins. In doing so they quietly neglect discursive competence and send graduates into the workplace unready for the thinking and argument it demands.

Swales's (1990) work on genre analysis helps explain this deficit. He argued that professional competence rests on command of the particular genres a "discourse community" uses to get its work done [4]. In Kazakhstan, that command is undercut by how artificial classroom instruction tends to be. Aliakbarova and Baitleuova (2023) call current methods fragmentary, fixed on isolated points of language rather than whole acts of professional communication [5]. Urazbayeva and Kabdiyeva (2020) put numbers to the cost: in their study of 48 students, more than a third rarely or never used their language skills once they moved into professional life [6]. They trace this poor transfer to the absence of an authentic environment, since without genuine professional materials and tasks students never learn to carry what they know out of the classroom and into practice.

A second problem compounds the first. Aliakbarova and Baitleuova (2023) call it the two-profile deficit: many instructors are linguists with little grounding in economics, so their teaching stays at the level of terminology and never reaches real professional substance. Students are kept outside the context of the profession, which is exactly the element A.A. Verbitsky (1991) placed at

the heart of his Theory of Contextual Learning, where professional competence takes shape only through quasi-professional simulation of real work [7].

What follows is a clear need for a method that ties the logic of the subject matter to language training itself. This study argues that a genre-based approach, built on the analysis and production of authentic professional texts, offers that foundation, and that it can overcome these deficits and build genuine discursive competence in future economists. In line with this aim, the study pursues three specific objectives: (1) to substantiate the genre-based approach as a methodological foundation for forming discursive competence in future economists; (2) to design a cyclical, three-phase methodological model integrating authentic input, secondary-text production, and quasi-professional simulation; and (3) to identify, through a comparative review of published research, the pedagogical conditions under which such a model can bridge the discursive gap.

The difficulties described above, the artificiality of classroom interaction and the fragmentary character of language knowledge, call for a rethinking of what instruction is grounded in. To close the gap between academic preparation and professional reality, this study builds its design on two paradigms that complement each other: A.A. Verbitsky's Theory of Contextual Learning and the Genre-Based Approach, which grows out of the Systemic Functional Linguistics of the Sydney School. Between them they cover both sides of the problem, the psychological process of becoming a professional (context) and the linguistic shape of professional communication (genre).

The first step is to define what we are actually trying to form: discursive competence. On the older knowledge-centric view, competence meant a store of words and grammar rules. Hymes (1972) showed why this is too narrow, since linguistic knowledge is only one part of a wider social capacity to use language fittingly in context. Working within professional linguodidactics, Utebayeva (2021) develops the idea, treating professional communicative competence as a three-part structure of linguistic, cognitive and *operational* components [8]. Her key point is that the operational part, the ability to act, cannot come from the logic of the language alone; the curriculum has to be organised around the logic of the subject matter. These related notions are used here in a deliberately layered sense: professional communicative competence is the broadest, denoting the overall ability to operate in a professional setting; discursive competence is a constituent of it, referring to command of the discourse and genres of the field; and genre competence is the narrower, operational capacity to recognise, anticipate, and produce particular professional genres. The genre-based approach is the instrument through which genre competence is built, and, in turn, discursive and professional communicative competence are strengthened.

Serzhanova and Kulgildinova (2023) reach a similar conclusion through their notion of "communicative-sectorial competence" [9]. General language skills, they argue, are simply not enough for high-level professional exchange. Training has to be anchored in the specific "sphere of professional and sectorial communication," where students pick up not only terminology but the discursive norms and strategies particular to the economic field. The aim, put simply, moves

from learning English to becoming an economist who works in English.

To put this into practice we draw on Verbitsky's (1991) Theory of Contextual Learning, which acts as the engine of the whole method and supplies the psychological logic of the move from student to specialist. Verbitsky locates the central contradiction of vocational education in a simple mismatch: the student is engaged in *learning activity*, reading, listening, memorising, yet is expected to come out able to perform *professional activity* such as managing, negotiating and analysing.

The way out is to model the subject and social content of the profession the student is heading into. Kobeleva (2014) traces how this happens through a gradual move from "academic activity" (ordinary instructional tasks), through "quasi-professional activity" (simulated professional situations), to "educational-professional activity" (authentic tasks) [10]. Along the way the foreign language stops being an *object* of study and becomes a *tool* for solving professional problems, and something like "professional self-determination" begins to take hold. A student working through a business case in English is no longer just practising grammar; they are trying on the identity of a specialist. That shift, from working for a grade to working as a professional, is what really drives the growth of discursive competence.

If contextual learning supplies the *environment*, the genre-based approach supplies the *content* needed to move within it. Resting on Systemic Functional Linguistics and on Swales's (1990) genre analysis, this approach treats language as a resource for making meaning in particular social settings. A student who has not mastered the relevant genres will fail to communicate, however correct their grammar.

Atashikova (2025) brings this into the Kazakhstani setting by separating genre literacy, or passive recognition, from genre competence, the ability to anticipate and produce [11]. To carry students from one to the other, she draws on the Sydney School's teaching-learning cycle of deconstruction, joint construction and independent construction. This kind of scaffolding lets students do more than absorb the language: they come to command the meta-language of the field, the conceptual and logical structures of economic thought, often taught through CLIL.

Joining the genre-based approach, which gives the schematic structure of professional communication, to contextual learning, which supplies the motive, produces what we call a context-genre nexus. Here the student treats a genre not as a linguistic specimen but as a means of resolving a quasi-professional problem, and in doing so becomes an active participant in professional activity rather than a passive recipient of it.

Materials and methods

This study is theoretical and analytical rather than experimental in nature: instead of reporting an original pedagogical experiment, it develops and substantiates its model through a theoretical synthesis of contextual and genre theory combined with a comparative analysis of previously published empirical

studies. The design of the study rests on a simple premise: in a professional setting, discursive competence will not grow out of linear, structuralist teaching. It needs a cyclical model that reproduces something of the real economic world. Building on the synthesis of Verbitsky’s contextual learning and the genre-based approach of the Sydney School, we developed a Genre-Based Methodological Cycle meant to carry students from the passive intake of academic knowledge (“genre literacy”) to the active production of professional discourse (“genre competence”). The cycle runs through three connected phases: input and deconstruction, processing and the production of secondary texts, and quasi-professional output. These three phases are summarised in Table 1.

Table 1 – The Three-Phase Genre-Based Methodological Cycle

Phase	Pedagogical focus	Key activities	Role of the foreign language
Phase I. Input and Deconstruction	Immersion in authentic professional discourse and analysis of its genres	Authentic input from MOOCs and financial news; joint deconstruction of text structures and the «meta-language»	Object of observation and analysis
Phase II. Processing and Secondary-Text Production	Transforming primary sources into functional professional texts	Producing abstracts, analytical notes and executive summaries; sight translation	Instrument for reworking and conveying information
Phase III. Quasi-Professional Output	Simulating the social content of the profession	Role-plays and business case studies (e.g., the Renault-Nissan negotiation)	Instrument for solving professional tasks

The first obstacle the literature identifies is the *authenticity deficit* in standard university courses (Aliakbarova & Baitleuova, 2023) [5]. Textbooks too often rely on tidy, artificial passages that bear little resemblance to how economic communication really works. The opening phase of our method answers this with digital scaffolding and close analysis of authentic discourse.

Bringing in digital ecosystems, chiefly MOOCs, helps make up for the gap in instructors’ subject knowledge that Kim (2017) describes, by using open online courses as a primary source of input [2]. Following Zubkov’s (2023) protocol, students work through business specialisations on platforms such as Coursera, taught by specialists in the field [12]. This pre-project stage does two things at once: it places students inside the authentic English of their future profession, and it gives them accurate, current terminology that a general-purpose language teacher may not have. In effect the immersion feeds learners input a little beyond their current level and lets them grow through exposure rather than through grammar drills.

With the input in place, the method turns to deconstruction, again borrowed from the Sydney School. As Atashikova (2025) explains, students first take texts apart together before they try to produce anything of their own [11]. For economics, this analysis reaches past structure to the conceptual “meta-language” itself. One approach we found effective pairs the sight translation of financial

journalism (*The Wall Street Journal*, *The Economist*) with readings of popular culture: ideas like predatory lending or corporate downsizing become easier to grasp when unpacked through films such as *Zootopia* or *The Emperor's New Groove*. For students who have grown up online, this bridges abstract theory and lived experience, so that the “picture of the world” they build is both reachable and professionally sound.

The second phase moves students from taking in texts to making them. One of the study's central ideas is to treat reading not as an endpoint but as preparation for writing. Following Grineva and Bunina (2023), the curriculum is organised around secondary texts [13]: students learn to work over primary sources, articles and reports, and turn them into functional professional texts such as *précis*, abstracts, analytical notes and executive summaries.

We put this into practice through a four-stage writing algorithm. Students begin with a lexical analysis of the source text to pin down its key economic variables. Next they map the material with visual tools, such as flow-charts, mind maps and tree diagrams, arranging it into a hierarchy, a step that matters for economists because it mirrors the structuring work of financial analysis. They then draft the secondary text, using the logical markers and connectors the genre calls for, and finally the drafts go through peer review and discussion. This attention to writing for professional purposes goes beyond ordinary composition; it teaches students to sift information the way a professional would.

Alongside the writing runs a steady diet of sight translation [13]. Where ordinary translation allows a dictionary and time to think, sight translation asks students to render an economic text aloud on the spot. It forces them to lean on their own sectorial competence and to define terms like “White Knight” or “Black Knight” in the middle of an M&A discussion without pausing. The exercise recreates the pressure of live business negotiation, where there is no time to look anything up, and in doing so builds professional reflexes.

The cycle culminates in a simulation of the social content of the profession. This last phase follows Verbitsky's call for quasi-professional activity, in which the student leaves the role of learner behind and steps into the role of specialist.

To make that shift possible, the method leans on detailed case studies. One that works well is the Renault-Nissan alliance. Students here are not spectators: they take on executive roles, whether CEO, CFO or marketing director, and negotiate the terms of the merger. Preparing means researching real figures such as Carlos Ghosn and studying the actual market data. The class itself runs as a formal negotiation, calling for specific business genres, among them the agenda, the motion, the rebuttal and the closing statement. Role-play of this kind lets students feel the pragmatic side of language, using English not to show off correct grammar but to win a business argument.

Because so much of modern work is digital, the method also sets up a Computer-Oriented Language Learning Environment (COLLE), which turns the classroom into a kind of virtual office. Students keep electronic records, handle formal correspondence by email and take part in professional chats. Combining an environmental approach with a vitagenetic one, learning grounded

in lived experience, this turns the internet from a passive library into a working professional space. The result is a simulated reality in which a language slip costs not a bad mark but a failed deal or a misread contract.

Running this cycle well means rethinking what the teacher is for. Grineva (2023) points to one telling measure of success: the balance between student talking time (STT) and teacher talking time (TTT). Our method aims to hold the teacher's active share to somewhere between 20 and 30% [14]. In this arrangement the teacher is no longer the sole source of knowledge, a role the two-profile deficit undermines anyway, since linguists often lack the economics, but works instead as a facilitator, a kind of senior partner.

That change frees students to bring their own subject knowledge, gained in their profile courses, into the language classroom. When a student explains a market trend or a financial instrument to the group, they are at once practising the field's "meta-language" and building a professional identity. The approach sits comfortably with constructivist thinking, and with the Zone of Proximal Development in particular: working with peers in role-plays and wrestling with materials just beyond their reach, students prop each other up and reach a level of discursive competence they could not have managed alone.

Taken together, this design leaves "fragmentary" language training behind. By weaving authentic input, disciplined text production and immersive simulation into a single sequence, it gives future economists a full cycle of literacy and the practical capacity to hold their own in the global labour market.

Results

We assessed the Genre-Based Methodological Cycle by comparing pedagogical experiments carried out across Kazakhstan and the wider post-Soviet region. Drawn from real classroom use of contextual and genre-based teaching, the data show clear, statistically significant gains for experimental groups (EG) over control groups (CG) taught in the traditional "reading-translation" way. We report the findings along three lines: overall communicative competence, mastery of specific genres, and shifts in motivation and proficiency. The quantitative findings reported in this section are drawn entirely from previously published pedagogical studies; they are presented as converging supporting evidence for the rationale of the proposed cycle, not as direct experimental validation of it.

The clearest sign of success is the movement in overall competence, with fewer students stuck at the "low" level and more reaching genuine professional fluency.

Kobeleva (2014) offers strong evidence for the context-competence approach from a full-scale pedagogical experiment. At the control stage the two groups looked much the same, and both fell short [10]. After the introduction of quasi-professional role-plays and context-based simulations, though, they diverged sharply. In the experimental group the share of students at a "high" level of competence climbed to 38.6%, against just 14.5% in the control group under conventional teaching. The low level told the same story from the other end: it fell to 9.1% in the experimental group but held stubbornly at 37.3% in the control group.

Mukasheva et al. (2024) report the same pattern from their study of problem-based learning with 60 students at L.N. Gumilyov Eurasian National University. Passive learning, their results confirm, is not enough to form a professional. After the intervention the high level of competence in the experimental group more than doubled, from 13.3% to 30%, while the low level fell from 40% to 13.3%. The control group barely moved over the same period, a reminder that the discursive gap will not close without active, problem-based work [15].

Beyond general competence, the study looked at the specific operational skills the profession demands, above all the production of secondary texts and economic translation.

Grineva and Bunina (2023) tracked how students fared as they produced “secondary texts,” abstracts and analytical notes, over time. The trend is steadily upward: once the genre-based algorithm was in place, the average mark for the final abstract rose from 75.4% in the first semester to 80.2% in the second [13].

Economic translation, understood here not as mechanical decoding but as the spontaneous, context-aware rendering of meaning, improved in much the same way, as Grineva (2023) reports. Students’ ratings on this skill went from a baseline of 76.3% to 82.4% by the end of the semester. She puts the gain down to better-balanced classroom interaction: with teacher talking time held to the 20-30% range, students had more room to speak and practise [14].

The third dimension concerns qualitative change, the shifts in proficiency level and in how engaged students were.

Zubkov (2023) used a blended design that combined project-based learning with MOOCs. In his experiment (n=34) the experimental group outscored the control group by 6% on specialised terminology, but the more striking result was a structural one: the share of students at B2 (upper-intermediate) dropped by 15% in the experimental group, not through any slippage, but because those students had moved up to C1 (advanced). The control group grew far more modestly.

The effect on motivation was hard to miss. In the surveys, 82% of the experimental group said their motivation to learn English had risen markedly [12].

Traditional teaching offers a sharp contrast, leaving a large share of students at a low level of competence and producing little original work.

Across these studies the message is consistent: moving from the traditional paradigm to a genre-based, contextual model is associated with better outcomes in the studies reviewed. The method turns passive knowledge into active competence and can help close the distance between university and the labour market.

Discussion

The comparative results are consistent with the study’s central claim: forming discursive competence in future economists means shifting from a language-centred model to a profession-centred one. The Genre-Based Methodological Cycle, the data suggest, appears well suited to addressing several of the contradictions built into current Kazakhstani practice.

Take the shortage of dual-profile instructors, one of the most stubborn problems in the literature. Aliakbarova and Baitleuova (2023) and Kim (2017) are right that language teachers often lack the economics, and that superficial instruction follows [2, 5]. Zubkov's (2023) use of MOOCs shows a way around this: hand the content to global experts on digital platforms and shift the classroom toward student-centred work, and the teacher no longer has to be the economic authority [12]. As Grineva (2023) puts it, the teacher becomes a facilitator, letting students draw on their own subject knowledge [14]. The deficit turns into an asset, and student autonomy grows.

Urazbayeva and Kabdiyeva (2020) found that a third of graduates fail to carry their skills into work because the classroom feels artificial [6]. The jump in "high" competence that Kobeleva (2014) records, 38.6%, suggests that quasi-professional activity closes much of that gap [10]. In a contextual simulation such as the Renault-Nissan case, students stop being *people discussing a text* and become *people solving a problem*, taking on a measure of professional self-determination. That move, from "learning for a grade" to "acting as a professional," generates the *intrinsic motivation* deep learning requires, borne out by the 82% rise in motivation in Zubkov's study [12].

The gains in secondary text production (Grineva and Bunina, 2023) point to the importance of the field's meta-language [13]. Students who only translate often miss the underlying logic of economics; those trained to take genres apart and rebuild them, whether abstracts or briefs, start to absorb the picture of the world that the global economic community shares. Discursive competence, this suggests, is less about vocabulary than about the cognitive and rhetorical patterns specific to the field.

Conclusion

Modernising foreign language education in Kazakhstan is not a matter of new textbooks but of rebuilding the underlying logic of how the subject is taught. The move from a "reading-translation" tradition to a genre-based, contextual model is not optional; the global labour market demands it.

This study has shown that the discursive gap between what universities teach and what the profession needs can be bridged by joining Verbitsky's Theory of Contextual Learning to the genre-based approach. The evidence reviewed here indicates that the combination:

1. markedly raises professional communicative competence, cutting the share of students at the low level to a third of its former size;
2. strengthens professional autonomy, so that students generate functional secondary texts instead of passively decoding primary ones;
3. eases the shortage of dual-profile staff by drawing on digital scaffolding (MOOCs) and student-led inquiry.

On the strength of these findings, we would make the following recommendations for reshaping university curricula for future economists:

- Build in contextual modelling. Curricula should follow the "logic of the subject matter" (Uteubayeva, 2021), so that every language task serves a simulated professional end.

- Put productive genres first. Assessment should move away from translation and toward the production of secondary texts, such as analytical notes and executive summaries, and toward oral negotiation genres.

- Integrate across disciplines. Language departments should work directly with economics and finance faculty to keep the meta-language relevant, drawing on CLIL wherever it fits.

In the end, a genre-based approach lets a foreign language work not as an abstract subject but as a practical instrument of professional life. By recreating the discursive world of the economic sector inside the university, we can send out a generation of Kazakhstani economists who bring not only knowledge but the working competence to compete internationally.

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ҚАЗАҚСТАНДАҒЫ БОЛАШАҚ ЭКОНОМИСТЕРДІҢ ДИСКУРСИВТІ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДЫҢ ӘДІСТЕМЕЛІК НЕГІЗІ РЕТІНДЕ ЖАНРЛЫҚ ТӘСІЛДІ ЕНГІЗУ

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Аңдатпа. Қазақстанның жаһандық экономикаға интеграциялануы болашақ экономистердің шет тілі даярлығына жаңа талаптар қойды, алайда

түлектердің меңгерген грамматикалық білімі мен шынайы кәсіби ортада қарым-қатынас жасау қабілеті арасында елеулі алшақтық сақталуда. 2012 жылы «Кәсіби бағытталған шет тілі» пәні міндетті пән ретінде енгізілгеніне қарамастан, оқыту негізінен фрагментарлы күйінде қалып, осы мақалада «дискурсивті алшақтық» деп аталатын құбылысты тудыруда. Зерттеудің мақсаты — жанрлық тәсілді болашақ экономистердің дискурсивті құзыреттілігін қалыптастырудың әдіснамалық негізі ретінде негіздеу және студенттерді пассивті «жанрлық сауаттылықтан» белсенді «жанрлық құзыреттілікке» көшіру жолын көрсету. Жұмыстың маңыздылығы дискурсивті құзыреттілікті таза лингвистикалық емес, кәсіби санат ретінде қайта қарастыруында әрі мамандандырылған тілдік даярлыққа практикалық негіз ұсынуында. Әдіснамалық тұрғыдан зерттеу А.А. Вербицкийдің контекстік оқыту теориясы мен жанрлық тәсілдің синтезіне негізделіп, жарияланған педагогикалық зерттеулерге салыстырмалы талдау жасау арқылы жүргізіледі. Осының негізінде шынайы дереккөздерді қабылдау, екінші реттік мәтіндерді өндіру және квазикәсіби модельдеуден тұратын циклдік, үш кезеңді модель ұсынылады; мұнда шет тілі оқу нысаны емес, кәсіби міндеттерді шешу құралы ретінде әрекет етеді. Зерттеу «пән логикасын» тілдік даярлықпен ұштастыру оқытушылардың «екі бейінді» тапшылығын еңсеру үшін маңызды деген қорытынды жасайды. Оның құндылығы контекстік және жанрлық теорияны Қазақстан жағдайындағы экономикалық бейінге бейімдеуінде. Практикалық тұрғыдан ұсынылған модель оқу бағдарламаларын жобалауға, аудармадан өнімді жанрларға көшуге және болашақ экономистерді жаһандық секторға дайындауда пәнаралық ынтымақтастыққа бағыт бере алады.

Тірек сөздер: дискурсивті құзыреттілік, контекстік оқыту, жанрлық тәсіл, квазикәсіби қызмет, екінші реттік мәтіндер, метатіл, пәнаралық интеграция, кәсіби лингводидактика, кәсіби шетел тілі

РЕАЛИЗАЦИЯ ЖАНРОВОГО ПОДХОДА КАК МЕТОДОЛОГИЧЕСКОЙ ОСНОВЫ ФОРМИРОВАНИЯ ДИСКУРСИВНОЙ КОМПЕТЕНЦИИ У БУДУЩИХ ЭКОНОМИСТОВ В КАЗАХСТАНЕ

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Аннотация. Интеграция Казахстана в мировую экономику предъявила новые требования к иноязычной подготовке будущих экономистов, однако сохраняется существенный разрыв между грамматическими знаниями,

которыми овладевают выпускники, и их способностью общаться в аутентичной профессиональной среде. Несмотря на введение в 2012 году дисциплины «Профессионально-ориентированный иностранный язык» в качестве обязательной, обучение по большей части остаётся фрагментарным, порождая то, что в настоящей статье названо «дискурсивным разрывом». Цель исследования — обосновать жанровый подход как методологическую основу формирования дискурсивной компетенции у будущих экономистов и показать, как перевести обучающихся от пассивной «жанровой грамотности» к активной «жанровой компетенции». Значимость работы состоит в переосмыслении дискурсивной компетенции как профессиональной, а не сугубо лингвистической категории и в создании практической основы для специализированной языковой подготовки. С методологической точки зрения исследование опирается на синтез теории контекстного обучения А.А. Вербицкого и жанрового подхода и подкрепляется сравнительным анализом опубликованных педагогических исследований. На этой основе предлагается циклическая трёхфазная модель, включающая аутентичный ввод, создание вторичных текстов и квазипрофессиональное моделирование, в которой иностранный язык выступает не как объект изучения, а как инструмент решения профессиональных задач. Исследование делает вывод о том, что интеграция «логики предмета» с языковой подготовкой необходима для преодоления «двухпрофильного» дефицита преподавательского состава. Ценность работы заключается в адаптации контекстной и жанровой теории к экономическому профилю в условиях Казахстана. В практическом отношении предложенная модель может служить ориентиром для проектирования учебных программ, перехода от перевода к продуктивным жанрам и междисциплинарного сотрудничества при подготовке будущих экономистов для глобального сектора.

Ключевые слова: дискурсивная компетенция, контекстное обучение, жанровый подход, квазипрофессиональная деятельность, вторичные тексты, метаязык, междисциплинарная интеграция, профессиональная лингводидактика, профессионально-ориентированный иностранный язык

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