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Formation of discursive competence of future foreign language teachers in conditions of professionally oriented communication

The article examines the formation of discursive competence in future foreign language teachers for professionally oriented communication. Discursive competence is crucial for educators, enabling effective speech functions and professional communication skills. This facilitates the effective development of communication skills in a professional context. Discourse competence has distinct features: it is cohesive, coherent, and consistent, relying on structural relationships that break a whole into smaller components. The study aims to identify the influence of professionally oriented communication on the formation of discursive competence in future foreign language teachers. The object of the study is the discursive competencies of future foreign language teachers. The research methodology was based on practical testing of developed methods, conducting sociological surveys, and confirming hypotheses using the non-parametric Mann-Whitney statistical criterion. The experiment's results were evaluated using comparison, analysis, synthesis, and theoretical generalization. The control stage of the pedagogical experiment demonstrated significant differences, which may indicate that the tested method can indeed be considered effective and capable of developing discursive competencies through the application of professionally oriented communications in the training of future foreign language teachers. Therefore, the implementation of innovative approaches and the adaptation of teaching methods to the real needs of students are deemed essential conditions for preparing qualified specialists in the field of foreign language teaching.

Keywords: discourse, competencies, discourse competencies, learning process, communication, professionally oriented communication, linguistics, foreign language, teacher, university.

Introduction

Modern conditions for the development of states impose certain requirements regarding the conditions for entering the international market. Today, this circumstance is realized through the establishment of international contacts and connections within the global community. The expansion of contacts is directly related to the level of competence formed in the field of foreign language knowledge. Currently, the role of communicative skills and readiness for professional communication is becoming increasingly important. This is due to the fact that these skills shape the competence of future teachers, which is especially relevant for those who teach foreign languages [1; 62–70].

From the perspective of modern aspects, discursive competence holds significant importance, as it is responsible for fulfilling speech functions. In this case, speech competence refers to the ability of an educator to express written or spoken statements in a coherent format. A characteristic feature of such statements is coherence and cohesion, which differ in their potential for rational interpretation of statements in a foreign language [2; 89–99]. In other words, it is the ability of a person to form complete, logical, and coherent constructions of specific discourses that allow not only for reproduction but also for understanding various text formats. This forms the basis for an aspect known as communicative competence [3; 431–439].

Such competence enables the rational formation of communication skills in a professionally oriented context. This term implies communication aimed at solving specific professional tasks through the assimilation of individual units of a foreign language that are used for conducting negotiations. This has direct significance in the process of professional interaction [4; 213–215].

The issues of forming discursive competence among future foreign language teachers are addressed in the works of both foreign and domestic researchers. The importance of discursive competence is noted for various spheres of human activity, which may be directly or indirectly related to foreign languages and corresponding skills [5; 131–135]. The theoretical aspects of addressing issues related to discursive competence are covered in the works of Allahverdiyeva V. Some researchers view this concept as the abilities or skills of communication utilized by individuals in their professional activities; on the other hand, this concept serves

as a special element considered an important component of the educational process and is used in the cognitive and informational activities of individuals. Additionally, the practical application of these skills in practice is one of the fundamental aspects in the system of developing communicative competencies [6].

In some fields of activity, foreign language competencies can serve as an innovative component from a discourse perspective, which serves as a basis for training specialists in non-linguistic specialties. In this context, discursive competencies are viewed as elements of a competence-based approach and are considered foundational tools for the implementation and improvement of educational and methodological complexes in various areas [7]. Foreign scholars, particularly Iswandari Y.A., Ardi P., Gong Y.F., Lai C., Gao X.A., regard communicative competence as a specific model of speech behavior that enables individuals to navigate specific communication contexts and adapt to the corresponding societal requirements. It is also based on other competencies (strategic, linguistic, pragmatic, grammatical, and linguistic-didactic) [8; 361–380, 9; 134–150]. Doronina E.G., in her work supports the opinion that discursive competence can play a role in the correct application of both individual language units and complete complex language constructions in specific situations [10; 73–81]. Communicative competence includes several components that play a key role in the development of language skills, with sociocultural, linguistic, and speech elements taking the lead. According to Hintz F., McQueen J.M., Meyer A.S., discourse is positioned as a communication process between people based on language skills [11; 1–22]. He views discourse as a complex broad term encompassing the use of language from diverse perspectives and in variable forms [12].

Overall, from the analysis of the theoretical works presented above, it becomes evident that discourse is often equated with the concept of communication [13]. Accordingly, the distinction between the concepts of discursive and communicative competence is highlighted. Thus, a comparison of these two terms can be made based on various characteristics. Table 1 presents a comparative analysis of the terms “discursive” and “communicative” competence.

Table 1

Comparative characteristics of the terms “discursive” and “communicative” competence

	Discursive competence	Communicative competence
Characteristics of competence	Special	Universal
Criteria	Cohesive nature, coherence, consistency, sequence	Adequacy of application, relevance, timeliness, effectiveness
Relationships	Splitting into parts and component perception	Holistic understanding and perception
Orientation from the position of professionalism	Acquisition of communication skills that reflect its pragmatic side. Narrowly focused aspects of discourse are taken into account based on internal and external interaction. Particular attention is paid to functional styles and professional areas that identify unique features of competencies	Presents requirements for the involvement of additional competencies. Only general communication skills are taken into account without detailed correlation with professional characteristics
Position of the addressee	Ability to adequately perceive and interpret statements from the position of individual aspects	Ability to fully perceive the proposed foreign language material
Position of the speaker	Ability to adequately reproduce one’s intentions through communicative skills of statements from the position of individual aspects	Ability to fully express the proposed foreign language material
Conclusion obtained as a result of the formation of ability	Productivity in accordance with professional communications	Achieving the goal of a communicative nature

Thus, discursive competence has unique features: it is characterized by cohesion, consistency, coherence, and sequentiality; it is based on relationships that break down a holistic part into smaller components; the professional position focuses on acquiring communication skills that reflect its pragmatic side, while narrowly focused aspects of discourse are taken into account based on internal and external interactions according to functional styles and professional spheres that identify the unique features of competencies [14; 109–116]. The recipient's position is presented in terms of the ability to adequately perceive and interpret statements from specific aspects, while the speaker's position is perceived in terms of the ability to adequately express their intentions through communicative skills from specific aspects [15]. The result of forming discursive competence is the development of productivity in accordance with professional communications [16; 94–104].

Equally important attention in the scientific literature is devoted to the concepts of structures that make up discursive competence [17; 23–31]. According to Golovina N.P., it includes textual, tactical, and strategic elements [18]. Aniskina N.V. considers this level of competence as a composite system consisting of a personality-oriented approach, and practical, and reproductive components [19]. Andreeva O.A. believes that this system consists of receptive, creative, and referential components [20]. The comprehensive integration of the aforementioned elements is shaped by the position of Evstigneyeva I.A. [21; 74–82].

Questions regarding this topic have been addressed in the works of Kazakhstani scholars. Some of them study the formation of discursive competencies in accordance with digital educational resources. Rakhimova Zh.N. and Dzhusubalieva D.M. investigates issues related to the formation of information culture, which lays the foundation for the further development of professionally oriented communications [1; 62–70]. The integration of information and communication technologies is highlighted in the work of Kunanbayeva S.S. Special attention is given to the study of the features of discursive competencies and their role in the system of professionally oriented communications [22]. The formation of discursive competence among future foreign language teachers is a key aspect of their training, as it affects not only the quality of teaching but also the ability to interact effectively with students, colleagues, and parents [23; 45–50]. Discursive competence encompasses skills in understanding and creating texts in various contexts, which is especially important in the context of globalization and multilingual communication. The relevance of our research topic is determined by modern educational process requirements, where the focus shifts to communicative and discursive aspects of learning [24; 94–99]. In a rapidly changing world, as well as in the context of increasing international interaction, foreign language teachers must possess a high level of discursive competence, which is necessary for the successful implementation of their professional activities [25; 124–128]. Equally important is the investigation of issues characteristic of this field of knowledge, where the lack of research on the formation of discursive competence in the context of professionally oriented communication emphasizes the need for detailed analysis, as well as the application and development of effective methodologies. Accordingly, the aim of this research is to identify the influence of professionally oriented communication on the formation of discursive competence among future foreign language teachers. This work aims to contribute to the improvement of foreign language teacher training, which will enhance education quality and facilitate successful interaction in a multilingual environment.

Methods and materials

In this research, the discursive competencies of future foreign language teachers were selected as the object. The future educators were divided into groups of 4-5 people with varying levels of English proficiency. Each group was assigned to a specific category: experimental or control group. A three-stage pedagogical experiment was conducted in the experimental group. To compare the obtained results, control groups were formed. The total number of groups amounted to twelve units for both the experimental and control groups. The average indicators from a sociological survey for each group were systematized and analyzed based on the non-parametric statistical Mann-Whitney criterion. This criterion allows for confirming or refuting a hypothesis regarding the effectiveness of the applied methodological tools in practice. The obtained data for each subgroup were ranked and organized into rank tables, followed by calculations of empirical and critical values of the Mann-Whitney criterion. To evaluate and summarize the results of the experiment, methods of comparison, analysis, synthesis, and theoretical generalization were used.

Results and Discussion

In the framework of conducting research, the role of professionally oriented training and its influence on the formation of discursive competence among future foreign language teachers is examined. Accordingly, to identify the most important elements in the specialized model for the formation of discursive competence, the primary questions regarding the consideration of special needs arising in future foreign language teachers were investigated. The practical work was based on the empirical testing of a developed set of methods and recommendations in the field of foreign language teaching. The effectiveness of the testing was evaluated according to a developed questionnaire and descriptor. The descriptor allowed for the assessment of respondents' answers regarding how effectively the applied methods and methodological recommendations for teaching foreign languages demonstrated actual effectiveness as a result of their application. A three-stage pedagogical experiment made it possible to evaluate the initial stage of method application, during its application (mid-semester), as well as at the end of the semester. The obtained results were systematized based on the application of the non-parametric Mann-Whitney statistical criterion.

As a result of conducting the practical experiment, statistical data were obtained, with results presented in the format of average scores by groups in each category. The maximum score was 10 points, indicating a high level of effectiveness of the tested methodological recommendations for training future foreign language teachers (Table 2).

Table 2

Results of the three-stage experiment in the experimental and control groups based on the Mann-Whitney criterion

Ascertaining experiment		Formative experiment		Control experiment	
Experimental group	Control group	Experimental group	Control group	Experimental group	Control group
3	2	4	3	5	4
2	3	3	3	7	4
4	4	5	4	6	4
1	2	4	3	9	3
2	2	2	2	7	3
4	3	3	4	8	4
3	4	4	4	9	4
1	2	5	4	7	4
3	3	6	3	6	3
2	4	4	4	8	4
4	1	3	1	6	2
2	3	3	3	7	3

After presenting the obtained results, they were ranked to obtain a table of ranks and calculate the empirical and critical indicators of the Mann-Whitney criterion (Table 3).

Table 3

Obtaining ranks: calculation of empirical and critical indicators of the Mann-Whitney criterion

Ascertaining experiment				Formative experiment				Control experiment			
X	Rank X	Y	Rank Y	X	Rank X	Y	Rank Y	X	Rank X	Y	Rank Y
1	2	1	2	2	2.5	1	1	5	13	2	1
2	7.5	1	2	3	8	2	2.5	6	15	3	3.5
2	7.5	2	7.5	3	8	3	8	6	15	3	3.5
2	7.5	2	7.5	3	8	3	8	6	15	3	3.5
2	7.5	2	7.5	3	8	3	8	7	18.5	3	3.5
3	15	2	7.5	4	17	3	8	7	18.5	4	9
3	15	3	15	4	17	3	8	7	18.5	4	9
3	15	3	15	4	17	4	17	7	18.5	4	9
3	15	3	15	4	17	4	17	8	21.5	4	9
4	21.5	4	21.5	5	22.5	4	17	8	21.5	4	9
4	21.5	4	21.5	5	22.5	4	17	9	23.5	4	9
4	21.5	4	21.5	6	24	4	17	9	23.5	4	9
Sum	156.5	Sum	143.5	Sum	171.5	Sum	128.5	Sum	222	Sum	78
U_{emp}	65.5			U_{emp}	50.5			U_{emp}	0		
$U_{kp}(0.05)$	37			$U_{kp}(0.05)$	37			$U_{kp}(0.05)$	37		
$U_{kp}(0.01)$	27			$U_{kp}(0.01)$	27			$U_{kp}(0.01)$	27		
Result	$U_{kp} < u_{emp}$			Result	$U_{kp} < u_{emp}$			Result	$U_{kp} > u_{emp}$		
	$H_0 > H_1$				$H_0 > H_1$				$H_0 < H_1$		
	The differences in sample levels are insignificant.				The differences in sample levels are insignificant.				The differences in sample levels are significant.		

According to Table 3, the main results of the study are reflected with the calculation of the Mann-Whitney criterion. This allowed for obtaining data on the actual effectiveness of the tested methods in practice. It was found that at the stage of the initial experiment, at significance levels of 0.05 and 0.01, the obtained results showed that U_{kp} was less than U_{emp} . This indicates that the null hypothesis (H_0) is not rejected, and the differences in sample levels are insignificant. This may suggest that the method applied at this stage did not demonstrate statistically significant changes compared to the control group. The obtained result indicates that at the initial stage of the experiment, knowledge levels among the studied future teachers did not show significant differences between samples. Therefore, this provides basis to conclude that the current level of standard foreign language education, without considering professionally oriented communications, produces approximately similar results in students' knowledge levels. The obtained results are more clearly illustrated in Figure 1.

The second stage was characterized by practically similar results, with insignificant differences from each other: U_{kp} was less than U_{emp} at both significance levels (0.05 and 0.01). This again confirms that the null hypothesis (H_0) is not rejected. The differences in sample levels remain insignificant. Therefore, the results obtained in the middle of the semester begin to show a positive trend but do not fully reflect all effects

of the tested materials. In some cases, this may indicate a need to revise the methodology used or the conditions of the experiment. However, since a slight positive dynamic has been identified and a positive correlation between applied methods and results has been established, it was decided to continue further work within the framework of the experiment.

The final stage of the pedagogical experiment the control stage revealed a significant difference between the results of the experimental and control groups: U_{kp} was greater than U_{emp} , which led to the rejection of the null hypothesis (H_0) in favor of the alternative (H_1). This indicates that the differences in the levels of the samples are significant. Therefore, the methods applied in the third stage demonstrated their effectiveness in identifying significant differences between the samples. This may indicate the success of the changes implemented in the methodology and within the framework of the experiment.

Based on this analysis, we can conclude that:

- the first two stages of the experiment showed no statistically significant differences between the samples;

- the control stage demonstrated significant differences, which may suggest that the tested methodology is effective and allows for the development of discourse competencies through professional-oriented communications in the process of training future foreign language teachers.

This indicates that the modern stage of teaching in higher education should be based on various aspects of multidisciplinary teaching within a single discipline. This means that educators need to move beyond standard methods and focus on the needs experienced by future teachers. A detailed study of students' needs will allow for the formation of a sufficiently high level of professional skills among future foreign language teachers and enhance not only their overall communication skills and language proficiency but also forecast the expected effectiveness and relevance of further application of such methods.

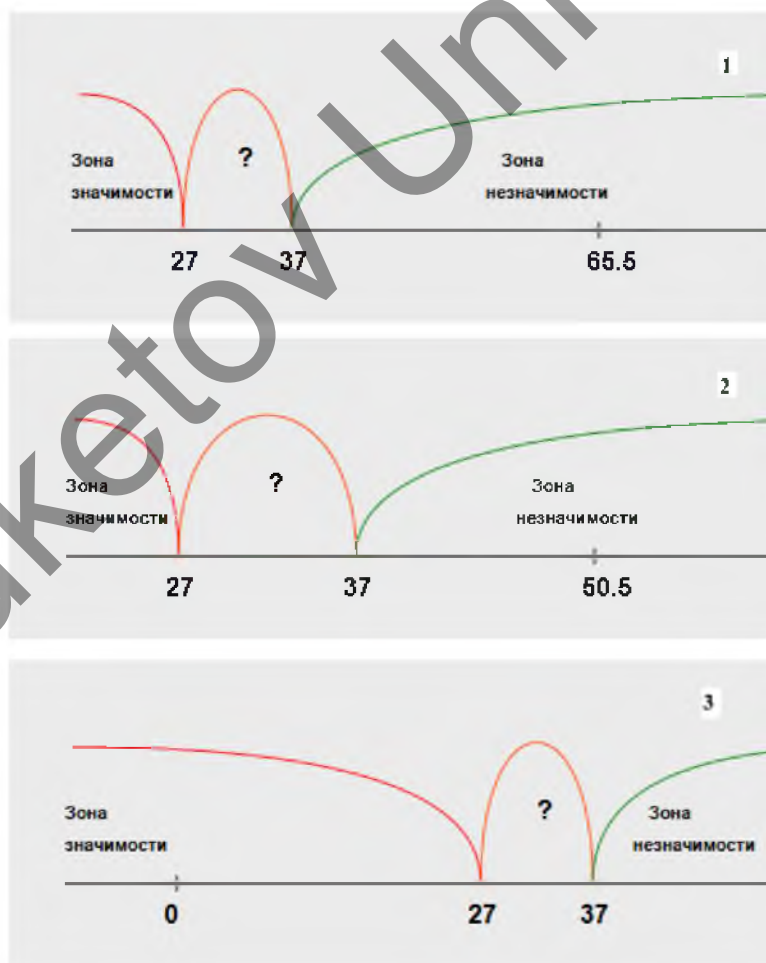


Figure 1. Limits of significance of the results obtained during the three-stage experiment

Conclusion

Based on the analysis of research results, several key conclusions can be drawn regarding the effectiveness of the tested methodology in the context of training future foreign language teachers. The first two stages of the experiment did not reveal statistically significant differences between the samples, which may indicate that at the initial stages of training, the methods used have not yet had a noticeable impact on the development of discourse competencies. However, the control stage determined the effectiveness of the applied methodologies in the process of professional oriented communications.

The obtained results emphasize the importance of applying diverse options for multidisciplinary teaching within foreign language education. Teaching in universities at this modern stage should take into account the diversity of student needs, which requires educators to move beyond traditional teaching methods. By placing special emphasis on this aspect, it is possible to significantly improve not only the quality of professional skills but also substantially enhance language competencies.

Thus, a detailed study of students' needs is one of the most important factors in improving their communication and language skills. This circumstance contributes not only to the development of discourse competencies among future teachers but also provides an opportunity to forecast the effectiveness and relevance of further application of proposed methodologies and recommendations for teaching foreign languages to students. Ultimately, implementing innovative approaches and adapting teaching methods to real student needs are essential conditions for preparing qualified specialists in the field of foreign language teaching. It is also recommended to conduct additional analysis of the reasons for the ineffectiveness of methods at the formative experiment stage, as well as to study the factors that contributed to success at the third stage of experiment, in order to improve research approaches in the future.

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Кәсіби бағдарланған қарым-қатынас жағдайында болашақ шет тілі мұғалімдерінің дискурсивті құзыреттілігін қалыптастыру

Мақала кәсіби бағдарланған қарым-қатынас жағдайында болашақ шет тілі мұғалімдерінің дискурсивті құзыреттілігін қалыптастырудың теориялық және практикалық аспектілерін зерттеуге арналған. Дискурсивті құзыреттілік бүгінгі таңда мұғалімдер үшін өте маңызды. Өйткені ол сөйлеу әрекеттерін жүзеге асырудағы жүйелілікті, логиканы және мазмұндық құрылымды қамтамасыз етеді. Дискурсивті құзыреттілік мәтіннің когезиясын, дәйектілігін және мағыналық тұтастығын сақтауды қамтамасыз ететін қабілетімен ерекшеленеді. Сонымен қатар, ол тұтас мәтінді құрылымдық компоненттерге бөліп, олардың арасындағы семантикалық және логикалық байланыстарды сақтауға мүмкіндік береді. Бұл қасиеттер кәсіби контексте тиімді қарым-қатынас құру үшін аса маңызды. Зерттеудің мақсаты — болашақ шет тілі мұғалімдерінің дискурсивті құзыреттілігін қалыптастыруға кәсіби бағытталған қарым-қатынастың әсерін анықтау. Зерттеу нысаны — болашақ шет тілі мұғалімдерінің дискурсивті құзыреттіліктері. Зерттеу әдістемесі әзірленген әдістерді практикалық сынақтан өткізуге, әлеуметтік сауалнама жүргізуге, Манн-Уитнидің параметрлік емес статистикалық критерийі негізінде гипотезаны растауға бағытталған. Эксперименттің нәтижелерін бағалау және жалпылау үшін салыстыру, талдау, синтездеу және теориялық жалпылау әдістері қолданылды. Педагогикалық эксперименттің бақылау кезеңі айтарлықтай айырмашылықтарды көрсетті. Бұл сыналған әдісте шынмен тиімді деп саналады және болашақ шет тілі мұғалімдерін оқыту процесінде кәсіби бағдарланған коммуникацияларды

қолдану барысында дискурстық құзыреттілікті дамытуға ықпал етеді. Демек, инновациялық тәсілдерді енгізу және оқыту әдістерін студенттердің нақты қажеттіліктеріне бейімдеу шет тілін оқыту саласындағы білікті мамандарды даярлаудың ең қажетті шарттары болып саналады.

Кілт сөздер: дискурс, құзыреттілік, дискурстық құзыреттілік, оқу процесі, коммуникация, кәсіби бағдарланған қарым-қатынас, лингвистика, шетел тілі, мұғалім, жоо.

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Формирование дискурсивной компетентности будущих учителей иностранного языка в условиях профессионально-ориентированного общения

Данная статья посвящена исследованию формирования дискурсивной компетентности будущих учителей иностранного языка в условиях профессионально-ориентированного общения. На сегодняшний день для педагогов наиболее важное значение имеет дискурсивная компетентность, которая отвечает за полноценное выполнение речевых функций. Это дает возможность рационального формирования навыков общения в профессионально-ориентированном аспекте. Дискурсивная компетенция имеет уникальные особенности: отличается когезивным характером, согласованностью, консистентностью; базируется на отношениях в виде дробления целостной части на более мелкие компоненты. Цель исследования — выявление влияния профессионально-ориентированного общения на формирование дискурсивной компетентности будущих учителей иностранного языка. Объект исследования — дискурсивные компетенции будущих учителей иностранного языка. Методология исследования базировалась на проведении практической апробации разработанных методик, проведении социологического опроса, подтверждении гипотезы на основе непараметрического статистического критерия Манна-Уитни. Для оценки и обобщения полученных результатов эксперимента использованы методы сравнения, анализа, синтеза и теоретического обобщения. Контрольный этап педагогического эксперимента продемонстрировал существенные различия, что свидетельствует о том, что апробированная методика действительно может считаться эффективной и развивать дискурсивные компетенции в ходе применения профессионально-ориентированных коммуникаций в процессе обучения будущих учителей иностранного языка. Следовательно, внедрение инновационных подходов и адаптация методов преподавания к реальным потребностям студентов считаются наиболее необходимыми условиями для подготовки квалифицированных специалистов в области преподавания иностранного языка.

Ключевые слова: дискурс, компетенции, дискурсивные компетенции, процесс обучения, коммуникация, профессионально-ориентированное общение, лингвистика, иностранный язык, учитель, вуз.

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