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**THE FORMATION OF PEDAGOGICAL SPECIALTIES STUDENTS' DISCURSIVE
COMPETENCE IN THE LANGUAGE HIGHER EDUCATIONAL INSTITUTION
WITHIN DIALOGUE DISCOURSE USING COMMUNICATIVE SITUATIONS ON
FOREIGN LANGUAGE PRACTICAL CLASSES**

Annotation

The article discusses the essential characteristics of discourse, dialogue discourse and discursive competence. At the present stage of development of the methodology of foreign language education, the formation of discursive competence in the framework of dialogue discourse occupies a special place. Dialogue turns from a certain type of communication into a dialogic type of culture, which is constantly evolving and undergoing some changes. Therefore, the dialogue discourse is of particular interest to the authors of the article, and describes the method of forming discursive competence in the framework of dialogue discourse using communicative situations in practical classes of foreign language. The degree of the students' intercultural and communicative competence formation depends on the level of the discursive competence formation, which is the aim of foreign language education in Kazakhstan at the present stage of the development of methodological thought.

Key words: “professional education”, “competence approach”, “discourse”, “dialogue discourse”, “discursive competence”, “intercultural and communicative competence”, “method of forming discursive competence”, situation”, “communicative situation”.

Currently, in the modern domestic professional education the goals and objectives of the continuous professional training of citizens in society are being redefined. This fully applies to the system of foreign language education in the Republic of Kazakhstan.

The expanding integration processes, the growth of professional and scientific exchanges, the deepening of international interaction and cooperation in the past decade have stimulated the ongoing development of foreign language education” [1]. The necessity to train a competent specialist who can be an active “intermediator of intercultural communication” enters into in the foreground [2]. The transition from the "knowledge" to the "competence-based" educational model of a high information level is occurring. The strategic goals and objectives of training competent specialists who are able to solve professional tasks and effectively carry out professional activities in a foreign language environment suggest that it is necessary to form the pedagogical specialties students' discursive competence in a language university within the framework of dialogue discourse. This topic is considered to be relevant, since it

corresponds to the discursive-cognitive paradigm established in linguistics and to the competence approach in the methodology.

At the present stage of development in methodology of the foreign language education the formation of discursive competence in the framework of dialogue discourse occupies a special place. Dialogue turns from a certain type of communication into a dialogic type of culture, which is constantly evolving and undergoing some changes. Therefore, of particular interest to us is the dialogue discourse which many scholars regard as a kind of discourse.

With all the variety of interpretations of the concept of “discourse”, scholars agree on one thing: the essential characteristic of discourse is procedurality (speech activity) and intersubjectivity (speech behavior), focused on performance. N.D. Arutyunova considers the discourse as “a coherent text in combination with extralinguistic, pragmatic, sociocultural, psychological and other factors” and by the discourse refers to speech “immersed in life” [3, pp. 136–137]. I.N. Borisova believes that “discourse is a situational and socially conditioned communicative activity occurring in real positions of space and time and the text is

one of whose products in the effective sphere" [4, p.136]. For A.K. Mikhalskaya the discourse is a sounding word and a pronounced procedural process: "A sounding word is a live speech, pronounced during the deployment of a speech event, which is called a discourse in modern linguistics (rhetoric) (from Latin *discurro*, *discursum* - to tell, to express, but also to run up and down); the second meaning of the Latin word is also included in the meaning of the modern linguistic term "discourse", which means not only narrative, but also dialogical speech, verbal interaction between partners, talk exchange . [5, p. 437].

The analysis of the definition of "discourse" allows us to agree with T.A. Van Dijk, who believes that "Discourse, violating the intuitive or linguistic approaches to its definition, is not limited to the framework of the text or the dialogue itself" [6]. Indeed, the discourse goes beyond the text and on this basis is an open, non-structural completeness education, in which extra-linguistic factors are implicitly needed to understand and adequately interpret the utterance. In the discourse at the mental level, the context of speech is actualized by contrasting what is said and what was meant [7].

Following T.A. Van Dijk, we understand the discourse in a broad and narrow sense. In a broad sense, discourse is

understood as a complex communicative event. "Discourse is a communicative event that occurs between a speaker, a listener (an observer, etc.) in the process of a communicative action in a certain temporal, spatial, and other context. This communicative action (CA) can be spoken, written, verbal and non-verbal." Typical examples are an ordinary conversation with a friend, a dialogue between a doctor and a patient, and others. Discourse in the narrow sense is considered as text or conversation. As a rule, they single out only the verbal component of the CA and talk about it further, as "text" or "conversation". In this sense, the term "discourse" means a completed or ongoing "product" of CA, its written or speech result, which is interpreted by recipients. That is the discourse is a written or speech verbal product of a communicative action in the most general sense [6].

As already noted, the dialogue discourse is of particular interest to us. In the scientific literature, two terms "dialogue discourse" and "dialogical discourse" are actively used. Following M.M. Bakhtin we will apply the term "interactive discourse" in our work [8].

By dialogue discourse we will mean the process and the result of joint communicative activities of two or more individuals, including, in addition to the actual speech work, a specific set of extra-

linguistic signs that provide an adequate understanding of what is being said.

In foreign language education, the practical goal is to form intercultural and communicative competence, which has a systemic organization formed by a number of subcompetences [9]. Most researchers in the intercultural and communicative competence distinguish linguistic, socio-linguistic, discursive, strategic, social, socio-cultural competence (Jan van Ek, S.I. Savignon, D.Himes, L. Bachmann). The discursive competence in the composition of intercultural and communicative competence is studied by D.N. Kulibaeva [10].

Traditionally, this competence refers to the ability to understand various types of communicative statements and the ability to create holistic, coherent and logical texts using a variety of linguistic means. At present, discursive competence is understood by many researchers wide enough (M. Canale, M. Swain, S. Moirand, N. P. Golovina, L. P. Kaplich, O. I. Kucherenko, I. F. Ukhvanova-Shmygova, etc.). "Discursive competence is not only the creation of complete and coherent texts, but also knowledge of different types of discourse and their construction rules, the ability to interpret them in accordance with the communicative situation and produce these discourses taking into account the extra-linguistic features of the

communication situation, the roles of the communication participants and the ways of communicating communicators within a single progress "[11].

Consider the main provisions on which discursive competence is formed. 1. Discourse is central to intercultural communication. 2. Training should be preceded by a selection of types of discourses that are relevant to the goals of learning in a particular educational institution. The sphere of our interests is the pedagogical specialties of the language university. Discourses representing selected types should correspond to the areas and situations within which this category of students will communicate. 3. Introduction to discourse should be based on its audiovisual presentation. This can be a video (slides, photographs, etc.), which is used to represent an authentic communicative situation, communicators - representatives of a different culture, their verbal and non-verbal behavior, cultural background. 4. Teaching the generation / perception of discourse includes three stages: introduction, training, practice in communication.

The introduction includes the teacher's introductory conversation, which indicates the communicative purpose of communication, introduces communicators, audiovisual presentation of discourse, control of understanding, analysis of the

situation and the speech and non-speech behavior of communicants.

Training includes the perception and analysis of several discourses of the same type, exercises for consolidating language means, reproduction of discourses.

Practice in communication includes a) managed communication: the creation / understanding of discourses on a given communicative situation, communicative purpose, type of discourse and its topic; b) free communication: creating / understanding the act of communication using the studied types of discourses on the basis of the proposed problem situation in a foreign language cultural environment [12, p. 10].

Now we make the selection of the types of dialogue discourse that should be taught to students of pedagogical specialties of a language university. These include the types of discourses used in official communication of professional-oriented learning activities. In the field of oral dialogue, discourse is: educational conversation, conversation with parents, discussion of professional-oriented issues, interviews, controversy, discussion (in the form of a "Round Table/panel discussion", expert group meeting, conference, symposium, debates, online debates, Internet forums, negotiations, meeting, teachers' meeting, parents' meeting, report followed

by discussion, oral review and response to it, etc.

The types of oral dialogue discourse used by students in informal communication: family conversation, conversation with colleagues on pedagogical topics, family conversation, questioning, discussion of pedagogical issues, discussion of family issues, discussion of issues among friends, giving gifts, etc.

After that, situations of formal and informal communication are determined and studied [12, p.11].

Situatedness as one of the characteristic features of a dialogue, dialogue discourse implies that the success of dialogical communication in a foreign languages class depends on a given situation and the students' understanding of the communicative task of communication. Situatedness is the essence and it predetermines the logic of the dialogue communication form.

The situatedness principle was formulated in the methodology of teaching foreign languages under the influence of F. de Saussure's ideas on the distinction between language, speech and speech activity [13], conditionality of speech and speech activity by the situation, and also as a result of more and more in-depth understanding of the principle of practical orientation of learning.

In the early 80s, in his research D.I. Izarenkov traced the connection between a specific speech product - a dialogical unity - and the underlying speech situation. The researcher proposed a functional understanding of the speech situation, derived from the analysis of a large number of dialogical unity of everyday household communication. The definition of the situation concept proposed by D.I. Izarenkov is revealed as follows: it is "such a set of conditions (circumstances) in the act of a person's activity, one part of which containing a contradiction, confronts him with a problem — the task of action, the other part determines necessity (or expediency) and provides the possibility of solving the problem with the help of the interlocutor, the address to which for this purpose and serves the speech action, formed by the totality of circumstances in general "[14]. As the author explains, the structural components of the situation are two groups of conditions: the first causes the objective necessity of action, forms its target side, as it carries a contradiction, a problem, the resolution of which opens the way for the further course (successful completion) of the activity; The second group of conditions provides the executive side of the action.

Such a structure of the situation describes not only the dialogical unity itself as a form of speech (situational dialogue, according to D.Izarenkov), but also the

mechanism of its generation in each act of speech, but essentially the basis of the mechanism of generation of any speech utterances, since the situational dialogue is genetic foundation of all forms of speech.

The situation is considered as a teaching method for the development of speech (G.I. Rozhkov), the speech situation is considered a means of developing unprepared speech (V.L. Skalkin), the speech situation is given a special place among the conditions and means of training (T.A. Ladyzhenskaya). A.A. Leontyev describes the situation as "a set of conditions, speech and non-speech, necessary and sufficient to carry out speech action according to our plan, whether these conditions are given in the text or created by the teacher in the classroom". N.D. Galskova and N.I. Gez understand the situation as a set of objective factors of reality and the subjective reflection of personal experience, as well as their own ideas in understanding the conditions of communication. According to A.A. Alkhazishvili, in the situation of "the student, carrying out the act of verbal communication, has the goal of satisfying any, in principle, non-training needs." E.I. Matetskaya considers the situation "as a model of such life situations in which students of a certain age speak and read a lot." E.I. Kholodkov describes the situation

as “an objective reality, on the basis of which another reality develops”.

Of particular interest of us is S.F. Shatilova’s point of view, who considers the speech situation as “extralinguistic circumstances that cause a person to respond with verbal actions, to solve communicative tasks in this connection” [15]. This definition of the situation brings us closer to the essential characteristics of discourse, dialogue discourse, for which the extralingualistic signs are important. This circumstance is an undoubted advantage in defense of the statement that the formation of discursive competence within the framework of various types of dialogue discourse should be based on the use of communicative situations in practical classes in a foreign language.

Following N.I. Formanovskaya, under the communicative situation we will understand “a single conglomerate of external circumstances and internal mental reactions that encourage us to carry out our need to exchange texts (i.e., information) in the process of labor, social, personal activities” [16].

1. Situations in the domestic sphere: at home in the family, meeting with friends, colleagues; visiting a store, visiting a doctor, traveling by subway, by bus, by train, by plane; in the city: walk through the city, in an unfamiliar city; in the countryside: walking, on the farm, in the village; at the

university: at lectures, at break, at a seminar lesson, in a library, preparing homework.

2. Situations in the professionally-oriented sphere: the receiving of foreign specialists in an educational institution; business negotiations, discussion of the agreement on the exchange of teachers, schoolchildren, students; discussing the conditions of pedagogical partnership, pedagogical cooperation, joint work on a specific project, topic; participation in meetings, business meetings, conferences, symposia; exchange of pedagogical and methodical experience, etc.

3. Situations in the socio-cultural sphere (related to conversations with foreigners in a formal and informal setting): a discussion of the problems of pedagogy, education, psychology, methodology, politics, economics, science, ecology, peace and cooperation; visiting the theater, cinema, concert, museum; visiting the stadium, pool, and other sports facilities and events; library visits: tastes and literary tastes; the study of history; visiting sights of the city, country.

Now it is necessary to establish the **possible status of communicants and their communicative goals.** In the sphere of everyday life: parents and children, teachers and students; teachers and students, teacher and colleagues; seller-buyer, doctor-patient, policeman - man in the street, driver / pilot / steward / sailor - passenger; librarian - a

client, a head and members of a delegation / specialist group who arrived in the country of the language being studied; beginning teacher and school administration, teacher and parents, young teacher and teachers of the department, etc.

Communicative goals and communicative intentions of communicators in these situations may be the following: request / receive / communicate relevant information, discuss any issue with a view to making a decision, convince a partner of something, prove the correctness of their position, assess any fact, position, express / defend your opinion / attitude, support / refute the partner's opinion, put forward and substantiate the proposal, indicate the way to solve the problem, state the fact, summarize, make a conclusion, support and to act, to express doubt, criticism on the subject under discussion, to tell about the event, the person, the subject; describe the phenomenon, the person, the subject [12, p.11].

So, according to N.V. Elukhina's method, **there are three stages in the formation of discursive competence:** 1. Students' introduction to a new type of discourse. 2. Training in perception and generation of the studied type of discourse. 3. Practice in communication: a) managed communication; b) free communication.

At the stage of managed communication, students are offered a communicative situation, a type of discourse and its topic. We offer the following informal communicative situation: *You are at your friend's in Germany / England / France. Joint breakfast. At breakfast in Europe it is customary to have a conversation. Ask your friend about the weather, his plans for today; share your plans for the evening; suggest sharing time, thank for breakfast.*

At the stage of free communication, students are offered a communicative situation and a specific communicative goal. Students choose the type of discourse themselves and organize their speech and non-speech behavior. For example, the official communication: *You came to exchange experience in the school-gymnasium in Germany / England / France. Introduce yourself to the teacher to whom you are attached, ask him about the cooperation program, the specifics of work in this school, share your vision of working together. The teacher talks about those innovative methods in the methodology that distinguish this school from others, and wishes fruitful cooperation.*

In general terms the system of teaching communication looks like this way, which contributes to the fact that students successfully master the types of dialogue discourses necessary for communication and

makes it possible on this basis to form discursive competence.

In our research we tested the following hypothesis: the formation of pedagogical specialties students's discursive competence in a language university within the framework of dialogue discourse in foreign language education will be more effective if

- clarify the concepts: "dialogue discourse" and "discursive competence";
- select the types of dialogue discourse that should be taught to students of pedagogical specialties in a language university;
- carry out the formation process of this competence based on the use of communicative situations of formal and informal communication in the household, professionally-oriented and socio-cultural spheres.

Research methods

To achieve this goal, the following theoretical, empirical and statistical research methods were used:

- a critical analysis of the scientific methodological and linguistic literature on the research problem;

- observation of the formation process of the pedagogical specialties students' discursive competence in a language university in the framework of dialogue discourse and based on the use of communicative situations;

- an experiment on testing this technique in the educational process;
- a method of statistical processing of experimental results.

Experiment

The experiment was conducted in the German language classes in the combined university group of first-year students of the pedagogical faculty during the 2017-2018 academic year at M. Kozybaev NKSU with the aim to form a discursive competence. Students were offered various types of dialogue discourse, pre-selected in accordance with the program for pedagogical specialties of the university, and communicative situations where these types of discourses could be implemented. Situations that were played out during practical exercises covered formal and informal communication in everyday, professionally-oriented and socio-cultural spheres.

Research results

Nº	Criteria by which the level of discursive competence formation was determined	Data before the experiment (% of students)	Data after the experiment (% of students)
1.	Knowledge of different dialogue discourse types	68 %	85%
2.	The ability to perceive and generate the studied type of discourse.	66%	82%
3.	The ability to select the type of discourse for a given communicative situation and to organize their verbal and nonverbal behavior.	64%	80%

Conclusion

In our study, the hypothesis was confirmed: the formation of the pedagogical specialties students' discursive competence within the framework of dialogue discourse in foreign language education is more effective if 1) those types of dialogue discourse are selected that should be taught to students of pedagogical specialties of a higher education institution; 2) to implement the formation process of this competence on the basis of using communicative situations of formal and informal communication in the household, professionally-oriented and socio-cultural spheres.

The systematic use of different types of dialogue discourse and communicative situations in the foreign language practical classes, where these types of discourses can be realized, provides a certain level of development of discursive competence. Discursive competence being, according to many scholars, a subcompetence of intercultural and communicative competence, ensures its formation. Formed intercultural and communicative competence is the goal of modern foreign language education in Kazakhstan.

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