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The formation of the discursive competence of future CLIL teacher: components aspect

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Abstract

Relevance. The authors consider the essence of the discursive competence of the future CLIL (content and language integrated learning) teacher.

Purpose. The main goal of the discursive competence is based on the idea of acquiring and mastering speech skills and the ability to use a foreign language correctly in situations of professional communication. Due to the discursive competence, the future CLIL teacher activates his pedagogical subjectivity and becomes a determinant of his professional and social development.

Methodology. The authors note that the successful development of the discursive competence is due to the use of various methods aimed at developing knowledge and skills not only for editing and creating written texts, but also for participating in their oral multilateral discussions.

Results. Distinctive features of the discursive competence of the future CLIL teacher are sociality, unity, value orientation, the ability to carry out a dialogue, integrativity, dynamism, problematicness, continuity, practicality, and consistency.

Conclusions. The results of the study showed that most students speak English at an elementary level, which may, in turn, affect the inability to build discourses in a foreign language. In this regard, the development of communication skills in these students, the ability to speak in a foreign language is becoming as an important aspect.

Keywords: discourse; CLIL teacher; development; foreign language; language learning.

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Introduction

The relevance of the formation of the discursive competence of the future CLIL (content and language integrated learning) teacher in the process of teaching professional communication in a foreign language is caused by the integration of Kazakhstan into the world of economic and educational space, active foreign cooperation in the technical field, the success of which directly depends on the quality of training of the future CLIL teacher. Nowadays in the conditions of modern society, specialists who can communicate with colleagues at conferences, participate in discussions and speak at seminars, write scientific articles and reports, exchange business letters with foreign colleagues, and compile review reports based on materials from foreign publications are in great demand. The importance of improving the quality of human capital and the competitive advantage of graduates was noted by the First President of the Republic of Kazakhstan N.A. Nazarbayev in the nation's step-by-step plan for the implementation of five institutional reforms "100 Concrete Steps" [1], and is also reflected in the regulatory documents in the field of education: the Law of the Republic of Kazakhstan "On Education" [2], the Concept for the development of continuous professional pedagogical education in the Republic of Kazakhstan [3], Professional standard "Teacher" [4].

The need to form the discursive competence of the future CLIL teacher is influenced by the activation of academic mobility of university students, internationalization and expansion of exports of domestic higher education. In the context of the globalization of the world economy, the discursive competence becomes a major factor in increasing the competitiveness of a modern university graduate. One of the goals of mastering a foreign language is to get acquainted with another culture and participate in the dialogue of cultures. Knowledge of a professionally oriented foreign language is necessary for a teacher to share teaching experience and scientific achievements with other members of global professional community, for publications in leading foreign scientific publishing houses and participation in international conferences. Teaching a number of disciplines in English has been recognized as a world practice throughout many years. Thus, the goal of modern university practice of training a future teacher should be aimed at developing students' intercultural communication skills, that is, acquiring the necessary level of intercultural competence.

One of the components of communicative competence is a discursive competence, the importance of which is noted in the Council of Europe document "Common European Framework of Reference for Languages" [5]. The demand for intercultural communication has led to the need to form the discursive competence of the future CLIL teacher, which, according to most scientists such as M. Canale [6], E. Benveniste [7], V.G. Borbotko [8], T.A. van Dijk [9] is the knowledge of different types of discourses and the rules for their construction, as well as the ability to create and understand them, given the situation of communication.

By CLIL teacher, the authors mean "a teacher who can teach one or more disciplines from the program in a

language that is different from the traditionally used in a given country, that is, he is a specialist in at least two areas" [10]. The problems of preparing teachers for the implementation of CLIL are reflected in the works of D.L. Banegas [11], M.L. Pérez-Cañado [12]. In the works of Kazakh scientists, this issue is presented by the works of A.B. Assanova, A.B. Abibulayeva, V.V. Bezhina, G.K. Ismagulova [13].

Discursive competence, focused on the perception and creation of new discourses, can be considered as a specific form of cognitive activity of the future CLIL teacher [14]. Future CLIL teachers with a high level of formed discursive competence are aware that the grammatical, lexical and phonological correctness of speech affects the result of a communication action. Through the discursive competence, the future CLIL teacher harmonizes his relations with the outside world and society, because he must not only be a good specialist and expert, but also be able to establish successful communication with other people. Discursive competence requires not only the acquisition of language skills, but also experience, readiness and ability to communicate professionally. Thus, the future CLIL teacher with a formed discursive competence is able to integrate the knowledge gained in the classes of special disciplines and in a professionally oriented foreign language, and create an independent discourse in English.

Materials and Methods

The complex research methods for the task include: theoretical analysis of philosophical, historical and pedagogical literature on the research problem; analysis of the curriculum, standards of professional training of future specialists; pedagogical experiment; questionnaire; interviews; statistical methods; test to identify a motivation of students when studying a foreign language by Ye.P. Ilyin [15], English language proficiency test to determine the general level of knowledge of students in a foreign language [16], Horst Sievert language test to identify the ability to learn foreign languages [17].

Firstly, during the study, the concepts of "competence" and "discourse" were defined. Then the main 3 components of discursive competence were determined. Finally, the authors presented the results of the experiment. Pedagogical experimental took place from 2019 to 2022. Students of Kostanay Regional University named after A. Baitursynov took part in the experiment. In total, 56 students of the educational programs of 6B01505 Biology (16 students), 6B01504 Chemistry (3 students), 6B01511 Chemistry-Biology (18 students), 6B01508 Mathematics-Computer Science (4 students), 6B01507 Mathematics-Physics (5 students), 6B01502 Physics (7 students), 6B01503 Informatics (3 students), were studied in experimental group (EG), and 56 students of the educational programs of 6B01301 Pedagogy and Methods of Primary Education (45 students) and EP 6B01101 Pedagogy and Psychology in the amount (11 students) were studied in control group (CG). The choice of the 2nd course is explained by the fact that in this course students study the basic academic discipline "Professional-oriented foreign language".

During the experiment, the level of motivation of students to study at the university was defined according to the method of Ye.P. Ilyin. According to the Horst Sievert's method the ability of students to learn foreign languages was studied. And then English language proficiency test was applied to measure the level of language proficiency. So, the levels of 3 components as part of the discursive competence have been specified.

Theoretical and methodological basis of the research include scientific works on discursive competence and researches in the field of intercultural learning theory of scientists from different countries [18; 19; 20].

To implement the effective formation of the discursive competence of the future CLIL teacher, such forms and methods of teaching as frontal, group, pair, individual, practical classes were chosen.

Results

The concept of discursive competence

Considering the discursive competence as one of the basic concepts of modern education, it is necessary to disclose the terminological range of related categories: discourse, competence.

The notion of "discourse" has firmly entered the scientific community and has become the object of study of many sciences, such as philosophy, sociology, social psychology, cognitive psychology, linguistics, ethnography, political science, pedagogy. Obviously, the multiple meaning of the concept of "discourse" and its use in various fields of knowledge has led to different approaches to interpreting the meaning and essence of this concept.

Discourse is studied by prominent European T.A. van Dijk [21] and American Z.S. Harris [22] etc. researchers, as well as scientists from CIS countries: M.K. Basimalieva [23], V.I. Karasik [24] etc.

"A Concise Dictionary of Textual Linguistic Terms" edited by T.M. Nikolaeva provides the following definition of "discourse": "Discourse is a polysemous term of text linguistics, used by the author in meanings that are almost homonymous. The most important of these are: 1) a coherent text; 2) an oral and colloquial form of text; 3) a dialogue; 4) a group of utterances connected by meaning; 5) a speech work as a given - written or spoken" [25].

According to the scientists, discourse can be considered simultaneously as "a process of speech interaction in an appropriate space-time context, which involves participants of communication with their views, opinions, knowledge, attitude to reality and to each other, and as a result of this interaction, a verbal speech product, so called a "packaged secondary communication" is produced [26]. It becomes evident that discourse is dual, with both dynamic and static properties.

Z.S. Harris's [22] works, who worked on a project at the University of Pennsylvania, are considered to be origins of the "discourse" term in modern linguistics. Z.S. Harris introduced a term of discourse analysis as a method for studying the movement of information in the discourse in the article "Discourse analysis" in 1952. By "discourse" the scientist shall mean "a sequence of sentences pronounced (or written) by one (or more) person(-s) in a certain situation". Following S.K. Gural, Ye.A. Shaturnaya [27], the authors consider discourse as "a bi-directional

process of encoding and decoding information in accordance with lexical, grammatical, syntactic rules, and also taking into consideration the stylistic, genre, social and cultural, and psychological and emotional factors".

The results of theoretical analysis allow us to draw some particular conclusions that are of interest for this study:

1. Discourse is a complex communicative phenomenon, which is more than a text in terms of utterance, but includes it.

2. An important feature of discourse is that it has a social context, i.e. a situation that provides insight into both the participants in communication and their characteristics and the processes of production and perception of the message.

3. Discourse is a communicative speech. It is impossible to talk about discourse outside of live communication.

Summarizing the abovementioned, the authors come to the conclusion that discourse is a complex speech work that does not have a framework for a specific expression, but contains certain extralinguistic parameters, such as: the speaker, the listener, their personal and social characteristics and other aspects of the social situation. An important condition is its comparison with specific participants in communication, that is, with the speaker and the listener, as well as with the communicative intention of the speaker somehow to influence the listener.

In pedagogical science, the concepts of "competence" (Latin *competens* – "capable", "proper") appeared at the end of the 20th century in the works of Russian scientists of O.V. Akulova, E.S. Zair-Bek, E.V. Piskunova, N.F. Radionova, A.P. Tryapitsyna [28], I.A. Zimnyaya [29], V.D. Shadrikov [30] and others. Among Kazakh scientists dealing with the problem of competence, the authors note S.S. Kunanbayeva [31]. In her study, the scientist comes to the conclusion that "competence is the availability of knowledge, skills and experience that are necessary for the effective and high quality performance of work in a particular field of activity".

Discursive competence is an important research question in the field of second language learning. In the works of T.V. Yezhova [32], O.V. Koroteeva [33], E.S. Kubryakova [34], S.S. Kunanbayeva [31], O.I. Kucherenko [35] and others, the discursive competence is defined as the ability to perceive and generate speech messages adequately to the pragmatic context and is considered as a significant element of professional activity.

From the point of view of the methodology of teaching a foreign language, the opinion of E.N. Solovova [36] fully reflects the content of discursive competence, which means the ability to organize speech; to show a high level of formation of logical skills and consistency; to form the ability to create convincing constructions from a personal statement; to master the techniques of providing and receiving information.

Among the Kazakstani linguists, the authors single out Zh.T. Igbayeva [37], who studied the formation of discursive competence among journalism students in practical classes in English (language university).

It should be noted that the development of the discursive competence includes a number of methods aimed at developing knowledge and skills not only for

editing and creating written texts, but also for participating in their oral multilateral discussions: round tables, disputes, debates. The authors also emphasize that the development of the discursive competence is not only the knowledge of textual conventions, rules and procedures, but also the ability to make an appropriate choice of language means in various communication situations, depending on the proposed communication format or text genre.

Discursive competence is a part of communicative competence. Being a significant element of the educational process, the discursive competence is considered an important component of the training of future teachers, through which the methods of speech activity are assimilated, readiness for intercultural dialogue is formed, the nature of cognitive, information-communicative and reflexive activity is reflected, and affects the success of speech communication.

Communication involves a number of features:

Firstly, mastering the skills of organizing linguistic material into a coherent and holistic text-discourse.

Secondly, mastering the ability to use the text in appropriate social conditions and environment. This competence is realized through the organization of presentations, round tables by students of pedagogical specialties of a non-linguistic university, and, as a previous factor, the development and implementation of role-playing and subsequently business games.

The specificity of the development of the discursive competence is that it is professionally oriented: its tasks are determined by the communicative and informative needs of experts of the proper profile.

Having analyzed the points of view of researchers A.G. Gorbunov [38], I.A. Evstigneeva [39], R.A. Cheremisinova [40], E.S. Popova [41], the authors distinguish 3 components as part of the discursive competence: motivational, cognitive and discursive. To understand the content characteristics of discursive competence, the authors consider it appropriate to consider each component.

The motivational component is due to the fact that motivation is an important determining factor in the success of any activity, including training. Student's motivation determines the personal value of the result, which is a necessary component of learning success. The student's motivation determines the personal significance of the result, which is a necessary component of learning success to determine the degree of formation of the motivational sphere of the future CLIL teacher to master a foreign language, the ability to comprehend, predict and evaluate their activities and their results, the degree of

awareness of the importance of the formation of the discursive competence, as well as to identify the level of awareness of the significance of a foreign language in their future profession. Determination the intensity of volitional efforts and emotional reactions of students, their personal and socially determined motives, motives for self-determination and self-improvement, which encourage the future CLIL teacher to strive for the formation of discursive competence at a high level.

The discursive component is characterized by the ability of the future CLIL teacher to understand and form logical and consistent discursive statements presented orally or in writing, i.e. in the form of proposals; the ability to use interaction strategies between participants in communication, to speak, to develop the topic of conversation, taking into account the logical and grammatical unities of the statement; the ability of students to build a logical statement in form and content using the norms of speech behavior characteristic of the country of the language being studied. And, finally, it prepares the future teacher to use a foreign language as a tool for speech thinking. Since, the ultimate goal of learning is the ability to think independently in a foreign language in accordance with its features and successfully communicate in it, without experiencing difficulty in the selection of language material.

The choice of the linguistic component is due to the fact that the future CLIL teacher needs independence in solving cognitive problems; active inclusion in new social and professional conditions; possession of various ways of searching and processing information; the presence of intellectual flexibility; creative application of existing knowledge in practice; the use of cognitive skills to obtain and create new knowledge, which makes it possible to determine the skills and abilities of using natural science knowledge to solve professional problems, the ability of students to self-educate, the expediency of assessing the ability of a future CLIL teacher to perceive and process external information, assess the possession of systematized knowledge foreign language (grammatical, lexical, phonetic aspects), which ensures the effectiveness of the educational and cognitive activity of the subjects of training, the need to assess the concentration of mental activity, volitional control of students over mental activity, the level of development of reflection and emotional reactions in practical classes.

Based on the analysis of the content of the components of the discursive competence of the future CLIL teacher, the authors developed the levels of formation of the discursive competence of the future CLIL teacher, presented in Table 1.

Table 1. Levels of formation of discursive competence of the future CLIL teacher

Components	Levels		
	Low	Average	High
Motivational	Motives for studying natural sciences in a foreign language are poor, dissatisfaction with the profession, lack of awareness of the social significance of the profession have not been developed.	The average level is characterized by a cognitively effective level of interest in the study of natural sciences in a foreign language, but in some situations, interest is lost or weakened.	A high level corresponds to a high level of cognitive and creative activity in achieving the goal, the availability of systemic knowledge, the ability and readiness to solve and formulate problems; deep and significant interest in the chosen profession.

Linguistic	Knowledge is superficial, unstable and non-systematic; insensitivity to the latest information, to the ability to reproduce individual knowledge.	Knowledge is not sufficiently realized, partial readiness to master new knowledge.	Deep, systematic, stable knowledge of the language, constantly manifested in all its aspects (in vocabulary, grammar, phonetics and style). Knowledge is conscious, fixed and systematic; the worldview of the natural sciences is formed
Discursive	The communicative goal of the partner is not realized, and the meaning of the received message is not understood; forced, stereotyped and unconscious manifestation of skills in activities; students perform tasks without interest, use ready-made sources for work and do not show initiative in independent search.	It is characterized by the reproductive nature of the manifestation of skills, where the creative moments of the manifestation of skills are situational, and the degree of subjective activity is low; the communicative goal of the partner is only partially realized, which leads to a distortion of the understanding of the meaning	A high degree of independence and the creative nature of the implementation of skills; the communicative goal of the partner is fully realized; the meaning of the received message is precisely understood.

Student’s discursive competence in the pedagogical experiment in Kostanay Regional University named after A. Baitursynov

During the pedagogical experimental 56 students were studied in experimental group (EG) and 56 students were studied in control group (CG).

For the motivational component, the authors used the following methodology.

1. Motivation for studying at the university Ye.P. Ilyin [15].

For this purpose, a diagnostic technique was carried out to study the motivation for studying at a university, proposed by Ye.P. Ilyin. This technique includes three

scales, which show us what the aspiration of students is directed to when studying at a university. The first scale is mastering a profession, it reflects the desire to acquire professional knowledge and form professionally important qualities; the second scale is the acquisition of knowledge, reflects the desire of students to acquire knowledge, curiosity; the third scale is obtaining a diploma, shows the desire to acquire a diploma with the formal assimilation of knowledge. The questionnaire consists of 50 statements, to which the subjects must answer “yes” or “no” [42]. The diagnostic results are presented in the Table 2 and Figure 1.

Table 2. Motivation for studying at a university (%)

Scales	CG	EG
Mastery of a profession	11.3	8.6
Acquisition of knowledge	41.7	42.4
Getting a diploma	47.0	49.0

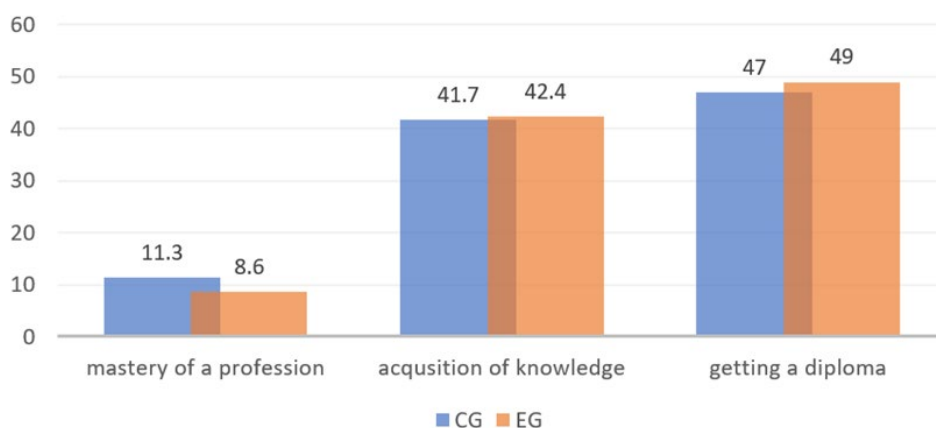


Figure 1. Motivation for studying at a university (%)

From these results, the authors see that the respondents scored a large percentage on the scale of “getting a diploma”: 47.0% – CG, 49.0% – EG. The subjects are focused only on acquiring a diploma, in which they are not

interested in mastering knowledge, they look for various ways when passing exams and other forms of control that will help them to answer without preparation students, perhaps are not attracted to their chosen profession and

there is no desire to work in this specialty in the future. The authors attribute the indicators of this scale to a low level of development of motivation for studying at a university, because for students, the priority is only to obtain a diploma in the absence of interest in the future profession in general.

41.7% of the CG respondents and 42.4% of the EG respondents belong to the “acquisition of knowledge” scale. The pursuit of knowledge can be either an independent goal or one of the components of a more global goal. Students have a desire to acquire knowledge; the information they study is of interest to them, the process of obtaining it is pleasure, and the knowledge that they have acquired earlier is recognized as useful. At the same time, students reserve the right to choose the information that is most interesting and useful to them, i.e. if the educational material is important for the future

profession, but it is not of interest to students, then it will be assimilated at a lower level. Consequently, the results on this scale, the authors refer to the average level of development of motivation for learning at the university.

Respondents showed the lowest results on the “mastering a profession” scale: 11.3% – CG and 8.6% – EG, i.e., for this student sample, mastering a profession is a paramount task, i.e. students enjoy their future professional activities, there is an emotional return, awareness and a sense of self-actualization, which involves development and further growth in the chosen profession. Accordingly, the results on this scale, the authors attribute to a high level of development of motivation for learning at the university, because. mastering a profession is a paramount task in obtaining a university education.

The level of education motivation formation at the university is presented in Table 3 and Figure 2.

Table 3. The level of formation of motivation for studying at the university (%)

Levels	CG	EG
Low	47	49
Average	41.7	42.4
High	11.3	8.6

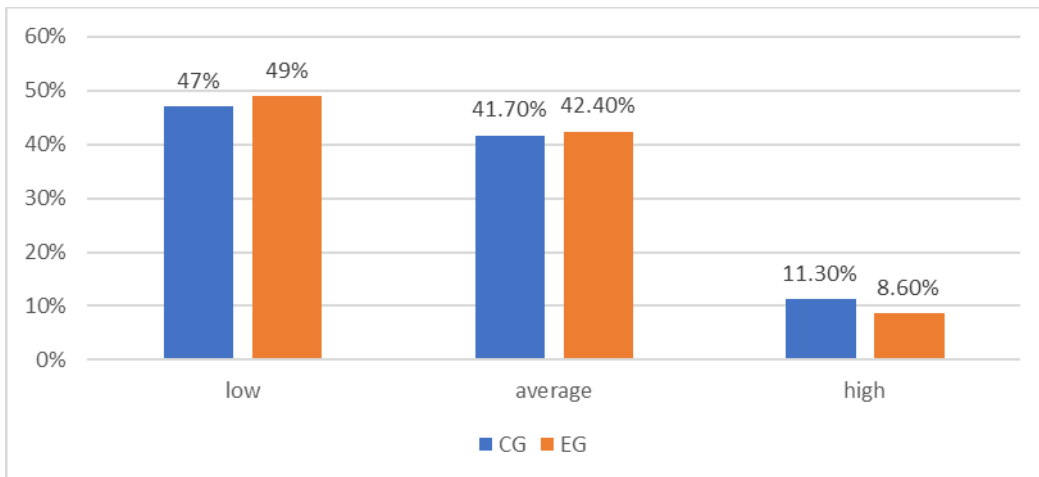


Figure 2. The level of formation of motivation for studying at the university

2. The authors tested the discursive component using the Horst Sievert language test [17].

Purpose: to identify the ability to learn foreign languages.

The test consisted of tasks that included finding words with the same meaning, analogies, correct sounding of

proverbs, as well as checking memory for words. To complete the tasks of this test, not only language flair was required, but also analytical skills.

Taking as a basis the results of the test of H. Sievert’s methodology, the authors single out the following levels of detection of language abilities (Table 4).

Table 4. Levels of detection of language abilities according to H. Sievert

Number of points	Level	Intelligence quotient (IQ)
22-30 points	high	near 125
21-17 points	average	near 100
16 points and less	low	near 75

The data obtained are reflected in Table 5 and Figure 3.

Table 5. Determination of the level of language abilities according to H. Sievert

Level	KG	EG
high	20%	21%
average	37%	33%
low	43%	46%

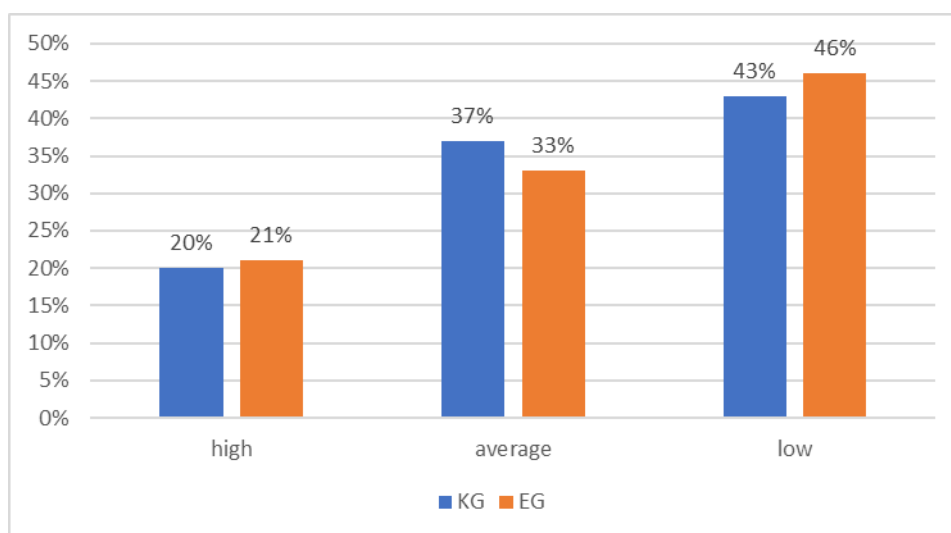


Figure 3. Determination of the level of language abilities according to H. Sievert

According to the data, there is relatively the same, in percentage terms, the level of language abilities in the CG and the EG. A low level of language ability was shown by 43% of CG respondents and 46% of EC respondents. The authors will try to reduce the low level of language abilities in the EG to a higher one.

3. The cognitive component was measured using the English language proficiency test [16].

Methodology: testing.

Purpose: to determine the general level of knowledge of students in a foreign language.

Material: online test to determine the level of English proficiency. This test consists of 40 questions, for each of

which you need to choose one of the four suggested answers.

The results were evaluated according to the following criteria:

0-8 – Beginner.

9-14 – Elementary (basic level) / A1.

15-22 – Pre-intermediate (below average) / A2.

23-30 – Intermediate (medium) / B1.

31-35 – Upper-intermediate (above average) / B2.

36-40 – Advanced / C1.

Results of testing to identify the level of English proficiency are shown in Table 6.

Table 6. Level of English proficiency (stating experiment in %)

Level	KG	EG
Beginner	11	14
Elementary/A1	55	58
Pre-intermediate/A2	11	8
Intermediate/B1	18	16
Upper-intermediate/B2	5	4
Advanced/C1	0	0

According to the results of this diagnostic, in both groups there are no respondents who scored points at the “advanced” level. However, there is an “above average” level, which includes 5% and 4% of the respondents from the CG and the EG, respectively, which the authors classify as high. While indicators for the levels of “initial” and “basic” prevail, which the authors attribute to a low result, i.e. more than half of the students, namely the sum of these

levels shows that 66% of the CG respondents and 72% of the EG respondents have difficulties in understanding the English language. At the same time, 29% of the CG respondents (below average – 11%, average – 18%) and 24% of the EG respondents (below average – 8%, average – 16%) have an average level of English, i.e. these students are able to perceive speech in English (Figure 4).

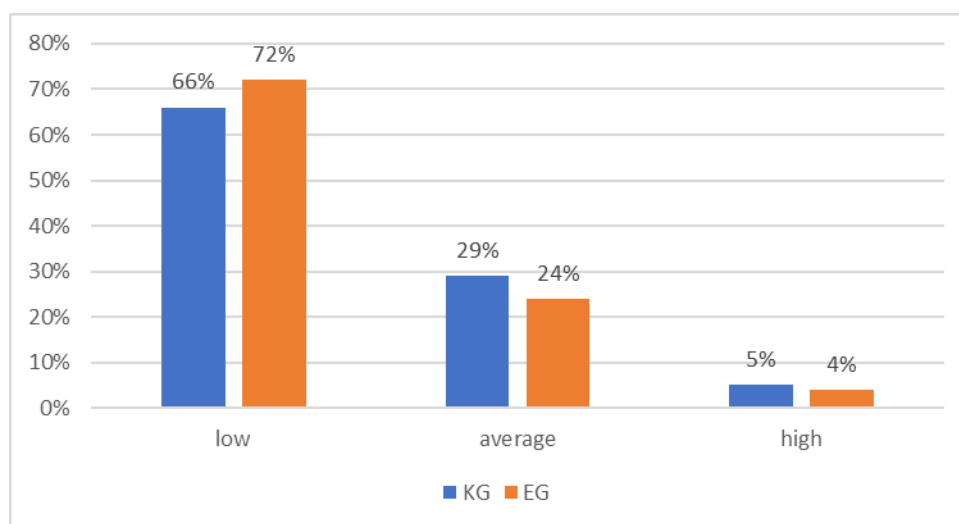


Figure 4. Level of English proficiency

On the basis of the diagnostic methods, a summary table of indicators of the levels of formation of the motivational, discursive and cognitive components of the

discursive competence of the future CLIL teacher was compiled. (Table 7).

Table 7. Levels of formation of the motivational, discursive and cognitive components of the discursive competence of the future CLIL teacher

Components	High level		Average level		Low level	
	CG	EG	CG	EG	CG	EG
Motivational	11.3%	8.6%	41.4%	42.4%	47%	49%
Discursive	20%	21%	37%	33%	43%	46%
Cognitive	5%	4%	29%	24%	66%	72%

According to the data, there is a low level of formation of discursive competence in terms of the cognitive component, which is 66% and 72% in the CG and EG, respectively. The authors find a high level of formation of discursive competence in the discursive component, which is 20% and 21% in the CG and EG, respectively.

A high level of the cognitive component is observed in 5% of the CG and 4% of the EG. The highest average level in terms of the motivational component was shown by 41.4% of the CG respondents and 42.4% of the EG respondents.

In connection with the abovementioned, the authors summarized and analyzed the initial state of the formation of the discursive competence of the future CLIL teacher. Thus, the quantitative results of the experimental work carried out at the ascertaining stage of the study testify to the need for pedagogical conditions for each of them and to test their effectiveness at the formative stage.

Discussion

It should also be noted a direct relationship between the level of the formation of discursive and communicative competence: “the higher the level of discursive competence, the fuller the choice of communicative means corresponds to its goals that determines the success of communicative activity” [26; 43]. Based on the definition of competence as the ability to apply knowledge, skills and personal qualities for successful activities in a certain field, the authors believe that the discursive competence can be defined as “an ability to create logical and connected texts in a foreign language in accordance with the required functional style, speech norms and a desired goal” [44-46].

The essence of the discursive competence lies in the fact that the participants of communication contact with each other in a common thematic area, reveal their intentions, assessments, emotions, their own positions on the topic of the speech and take into account national and cultural stereotypes [47; 48]. The formation of the discursive competence among teachers will not only effectively and deeply master practical knowledge, but will also contribute to the formation of professional motivation for learning a foreign language. The lack of motivation to speak leads to the emergence of the so-called language barrier, and hence to the impossibility of forming the discursive competence [49-51].

Ye. Shuman [52] was one of the first people who considered problems of the formation of discursive competence among students in Russian linguistics. From the scholar’s point of view, discursive competence is “a student’s ability to understand and create by himself/herself logical and connected verbal utterances presented either in oral or in writing form”. Thus, the formation of discursive competence in students is manifested in the “high level of the formation of knowledge and skills in organizing speech and its logical, consistent and convincing alignment in order to solve a specific communicative task and achieve a communicative goal” [53; 54].

A. Davies, A. Brown, C. Elder and others [55] under the discursive competence is understood as “a component of a foreign language communicative competence responsible for the cohesion and coherence of the text”. H. Brown [56] interprets discursive competence as “the ability to connect putting together sentences and creating a

meaningful statement”. The Russian term “speech competence”, which very often appears synonymous with the English term “discursive competence”, is interpreted as follows: “including the language, is implemented as known, in four main types of speech activity: listening, speaking, reading and writing” [57-60].

Works by N.P. Golovina [61] and A.A. Samorukov [62], in author’s opinion, most fully reflect the specifics of the discursive competence. N.P. Golovina considers the discursive competence as “knowledge of various types of discourses and the rules for their construction, as well as the ability to create and understand them, taking into account the situation of communication” [61]. Discursive competence is the ability to perceive and generate texts of various types in accordance with the communicative intention of the speaker/writer in a particular communication situation, the ability to build discourse. As a result of considering this issue, the authors can say that the discursive competence refers to key, interdisciplinary or meta-subjective skills.

According to A.A. Samorukov [62], the discursive competence is “a professionally significant integrative quality of a person that ensures the success of professional communication through perception, understanding, creation of discourse in accordance with the goals of professional activity, communication norms and the specifics of a particular situation. Discursive competence is considered as a component of a person’s communicative competence and an integral component of a specialist’s professional culture [63].

In the process of communication, the discursive competence is manifested in the ability to plan and manage discourse in order to have an effective communicative impact on the interlocutor. This skill is based on a set of personal qualities and abilities that allow one or another type of activity: communication, creation of oral and written language works that meet the goals and conditions of communication, extracting the necessary information from texts and language [64-66].

Conclusions

Thus, the authors came to the conclusion that the formation of the discursive competence of the future CLIL teacher is a specially organized purposeful process. The inability to speak in a foreign language lies in the lack of a clear understanding of the essence and structure of the discursive competence and a systematic holistic approach to the problem of their formation. As a result, students need

specific scientific and practical assistance in this regard. Discursive competence is an essential component of communicative foreign language competence and is defined by us as the ability to perceive and generate discourse in a foreign language, namely, the ability to interpret and use the thesaurus of a certain discursive community in the process of perceiving texts, as well as the ability to organize language material into a complete and complete speech work, aimed at solving communication problems.

Why is it necessary to develop the discursive competence among students enrolled in these educational programs? As practice shows, these students are mainly engaged in experiments, laboratory exercises, operate with numbers, various graphs and formulas, thereby limiting themselves in communication. In this regard, the development of communication skills in these students, the ability to speak in a foreign language is an important aspect.

Thus, it is necessary to note the following: the distinctive features of the discursive competence of the future CLIL teacher are sociality, unity, value orientation, the ability to carry out a dialogue, integrativity, dynamism, problemativeness, continuity, practicality, and consistency. In the process of communication, the discursive competence is expressed in the ability to project speech and control it, for example, speaking, communication, creating oral and written speech products that correspond to the goals and conditions of communication, as well as extracting the necessary information from texts and speech perception.

It follows that the discursive competence of the future CLIL teacher, aimed at the perception and generation of texts, should be considered as a specific form of cognitive activity, and its formation should become one of the urgent tasks of developing the professional competence of the future CLIL teacher, since the discursive competence contributes to the formation of a highly motivating and pragmatic language level. Thus, the level of the discursive competence reflects the characteristic features of a linguistic personality.

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Conflict of Interest

None.

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Формування дискурсивної компетентності майбутнього вчителя CLIL: компонентний аспект

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Анотація

Актуальність. Автори розглядають сутність дискурсивної компетентності майбутнього вчителя CLIL (змістово-мовного інтегрованого навчання).

Мета. Основна мета дискурсивної компетенції ґрунтується на ідеї набуття та оволодіння мовленнєвими навичками та вміннями правильно використовувати іноземну мову в ситуаціях професійного спілкування. Завдяки дискурсивній компетентності майбутній викладач CLIL активізує свою педагогічну суб'єктність і стає детермінантою свого професійного та соціального розвитку.

Методологія. Автори зазначають, що успішний розвиток дискурсивної компетентності відбувається завдяки використанню різноманітних методів, спрямованих на розвиток знань і навичок не тільки для редагування та створення письмових текстів, але й для участі в їх усному багатосторонньому обговоренні.

Результати. Відмінними рисами дискурсивної компетентності майбутнього вчителя англійської мови є соціальність, єдність, ціннісна спрямованість, здатність до діалогу, інтегративність, динамічність, проблемність, неперервність, практичність, системність.

Висновки. Результати дослідження показали, що більшість студентів володіють англійською мовою на елементарному рівні, що може, в свою чергу, впливати на невміння будувати дискурси іноземною мовою. У зв'язку з цим важливим аспектом стає розвиток комунікативних навичок у цих студентів, вміння говорити іноземною мовою.

Ключові слова: дискурс; вчитель CLIL; розвиток; іноземна мова; навчання іноземної мови.