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**THE ISSUE CONTAINS:**

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**INTERNATIONAL SCIENTIFIC DISCUSSION:  
PROBLEMS, TASKS AND PROSPECTS**



**BRIGHTON, GREAT BRITAIN  
19-20.02.2022**



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## **SCIENTIFIC COLLECTION «INTERCONF»**

**№ 99 | February, 2022**

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## **INTERNATIONAL SCIENTIFIC DISCUSSION: PROBLEMS, TASKS AND PROSPECTS**

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## INTERNATIONAL SCIENTIFIC DISCUSSION: PROBLEMS, TASKS AND PROSPECTS



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**DEVELOPMENT OF FOREIGN LANGUAGE DISCOURSE  
COMPETENCE OF UNDERGRADUATES OF NON-LINGUISTIC  
SPECIALTIES**

*Abstract.* The article analyzes the problem of development of foreign language discourse competence of undergraduates of non-linguistic specialties. The main concepts related to the topic of research (“competence”, “communicative competence”, “discourse”, “foreign language communicative competence”) have been studied. The structure and the peculiarities of the development of the undergraduates’ discourse competence has been described.

*Keywords:* competence, communicative competence, discourse, foreign language communicative competence

Knowledge of a foreign language as a tool for professional communication is one of the criteria for increasing the level of professional activity of modern professionals. The National Doctrine of Education Development in Ukraine in the 21<sup>st</sup> century, the Law on Higher Education, the Concept of Language Education in Ukraine, and the European Recommendations on Language Education all emphasize

the importance of creating conditions for the development of the undergraduates' communicative competence that would be relevant for their future profession.

According to the German Institute for Economic Research, every fifth employee in Europe uses the knowledge of a foreign language in professional activities. As the organizer of the international conference on foreign languages and business communication in the international economy states, Workshops and Exhibitions (ICWE), held under the slogan "Languages and Profession", "intercultural knowledge in the economy has not been just a competitive advantage, but turned into a social necessity" [6, 17].

Modern society requires a competent specialist, who possesses not only professional skills and knowledge, but also is able to communicate a foreign language with foreign colleagues, search/ exchange the information relevant to the field of their specialty.

The theoretical aspects of formation foreign language communicative competence have been highlighted in the researches of I.Batsenko, S.Nikolaeva, M.Halliday, H.Khomsy, D.Hymes, etc. The analysis of the structure of foreign language professional communicative competence. Has been studied by A.Andrienko, N. Bidiuk, O.Bodalov, N.Gez, N.Kostenko, S.Makarenko, S.Nikolayeva, O. Tynkaliuk, T. Vlasenko, O.Chorna, V.Cherevko and others. The problem of implementation of the competence approach into the educational process has been raised in the works of N.Bibik, A.Khutorsky, O.Lokshina, O.Pometun, O.Ovcharuk and others.

Almost all scholars underline that discourse competence is one of the most important components of communicative competence. Many of them dedicated their research to various aspects of this competence. Thus, the structure and communication strategies have been explored by V.Demyankov, M.Makarov, J.Gumperz. The semantic aspect of discourse competence has been studied by O.Solovova, H.Boyer, M.Canale, S.Savignon. The structural components of discourse competence have been the issues of research of M.Vyatyutnev, N.Yelukhina, V.Karasyk, K.Serazhim, S.Suvorova and others The problems of discourse competence formation in students has been examined by N. Baranova,



A. Budnik, V. Zhura, O. Kucheryava and others.

Professional orientation should be a key feature of training, as it takes into account the needs of future professionals. The course Foreign Language for Special Purpose implies the unity of interrelated components such as language skills, communication skills, and professional content. The teacher's goal is to improve the undergraduates' language skills from the basics of their profession and to develop the communication skills inherent in their professional activities. Training should be based on specific content related to a specific area.

Competence in language learning is often associated with the concept of “communicative competence”. In a more general sense, the term “competence” means compliance with the requirements, established criteria and standards in the relevant areas of activity and in solving certain types of tasks, possession of the necessary active knowledge, ability to confidently achieve results and master the situation.

The concept of “competence” was first introduced and used in the USA in the 1960s in the context of performance-based education, the purpose of which was to train specialists capable of competing in the labour market. Previously, “student competences” were seen as simple practical skills that were formed as a result of the automation of knowledge. Now, competencies have become a unit of the curriculum.

We consider competencies as complex of individual formations that comprise the knowledge and skills that enable undergraduates to function effectively in specific activities. Competencies are the knowledge, skills and abilities in the field of linguistics (language skills, speaking skills, sociocultural and sociolinguistic skills, strategy and discourse skills).

The term “communicative competence” originated from the idea of the American linguist N. Chomsky on linguistic (or language competence). However, the first linguist who established the difference between language as a system, which he called “langue” and speech (“parole”) was Ferdinand de Saussure. According to F.Saussure, the concept “the language system” involves only language that can be learned, while the concept “the speech activity” refers to the product of a particular

speaker. [3].

Communication competency comprises the knowledge, skills, and abilities needed to understand others and create one's own verbal behavioural programs that are appropriate to the goals, direction and situation of communication. Competency-based approaches to language education are quite new, but if implemented successfully, they are aimed at providing students with the useful knowledge that are essential for their goals in the future career.

A better understanding of the essence of the concept of communicative competence is facilitated through its structural analysis. However, there is uncertainty about the structure of communication skills.

Y.Fedorenko suggests the following structure of the communication skills:

a) speech competence, which is based on four types of ability: listening, speaking, reading, and writing;

b) integrative language competence, which includes lexical, grammatical, phonetic, and spelling knowledge, as well as relevant skills;

c) discourse competence, which includes communication skills related to the realization of separate speech functions through the use of appropriate language models-samples;

d) sociocultural and sociolinguistic competence, which includes students' holistic systems of ideas about national and cultural features of the country;

e) strategic competence, which includes the ability to choose effective strategies for solving communicative tasks; develop students' ability to learn independently and self-improvement, desire to communicate, listen to and understand others, plan the training process, and ability to adequate assessment and self-assessment [7, 24].

In the European Indicator of Language Competence, foreign language proficiency is indicated by three factors: *language ability* (a system of knowledge acquired internally by the communicator about the function of a foreign language, which appears in its use in speaking activities); *social ability* (social, sociolinguistic, and professional elements that contribute to the realization of the main goals of modern education when foreign languages become a means of personal, socio-



cultural development and enrich the knowledge of new cultures); and This includes: *communication abilities* (owning rules specific to any statement, following the general rules of grammar that provide the ability to use language in the communication process) [5].

There is no unambiguous interpretation of the concept of “discourse competence” in the methodology of teaching foreign languages. Various scholars offer their understanding of this phenomenon. Discourse is the subject of many academic studies and occupies a central position in the type of communication. In pedagogy, discourse is defined as a specific context of pedagogical activity with a specific professional content, as a speech interaction between teacher and student, teacher and student [4, .63–64.].

The concept of “discourse” is general and covers many different communication practices from dialogue to group conversation with many participants. The variety of abilities in discourse is also commonly defined as “textual competence”. This is the actual level of how much a person can read and understand different texts. The better students can read, speak texts of different genres and directions, the better they are oriented in textual discourse [8, 125-126].

Having analysed different attempts of interpretation of the concept of “discourse”, it should be noted that the basis of its creation is a communicative situation or a model of the generation of oral expression. Discourse competence is the ability to construct complete, cohesive, and logical statements (discourses) of various functional styles in oral and written speech based on reading and listening comprehension of various sorts of texts.

Taking into account the model of the generation of oral expressions, it should be noted that discourse is a sequence of interdependent thought and speech acts that ensure the movement of information within a particular communicative situation, designed taking into account the specifics of their semantic and grammatical organization and aimed at the motives and goals of communication of speakers.

Therefore, when it comes to developing undergraduates’ discourse competence, the teacher must take into account the communicative intentions and goals of the undergraduates and their future profession sphere, the type and genre of



discourse, the relationship of discourse with the status-role characteristics of speakers, lexical-grammatical, intonation, and compositional design of speech acts.

The following communication abilities form the foundation of discursive competence: planning the text; forecasting the communicative acceptability of language methods; arranging the text using functional style and genre form elements; governing the text's general modality (neutrally or emotionally conveying linguistic goals and semantic content); expressing communication aim; developing the text's communicative purpose input and developing the text's theme; using a variety of methods to distribute the theme.

Professional-oriented discourse is one of the types of institutional discourse, it is not only the speech interaction of teacher and student for educational purposes, but also colleague-colleague for the purpose of exchanging experiences. In the process of intercultural communication between professionals, a foreign language is used in: 1) educational activities (conducting lessons and extracurricular/extracurricular activities); 2) methodical activity (participation in methodical seminars / meetings and exchange of experience); 3) scientific activity (participation in scientific conferences and communication on professional topics) [4, 221].

To implement discursive competence, it is necessary to have a set of types of discourses, choose the type of discourse that corresponds to the communicative purpose of expression, and create a real discourse depending on the circumstances of speech, number of participants, their goals and intentions, and according to the scope and situation, taking into account the status of the language partner and extralinguistic factors. [1, 146].

According to the type of speech, dialogic and monologue discourse can be distinguished, and, judging by the form of communication, oral and written discourse. The following types of exercises are used in foreign language classes for undergraduate students of non-linguistic specialties to develop their discourse competency: 1) non-communicative, conditionally communicative, receptive, receptive-reproductive, receptive-productive, individual, pair, and group exercises for the formation of a linguistic-communicative minimum of students and the formation of skills and abilities for perception and implementation of



communicative actions;

2) exercises for the formation of discursive skills, which included conditional-communicative, communicative, receptive-reproductive, receptive-productive, productive, individual, pair, and group exercises;

3) exercises to consolidate and improve discursive skills, which consisted of communicative, productive, individual, pair, and group exercises [9, 21].

To summarize, we admit that the development of foreign language discursive competence is an essential integral component of undergraduate students' professional communicative competence. The process of formation of discourse competence bases on the communicative approach. Discourse competence is the ability to construct complete, cohesive, and logical statements (discourses) of various functional styles in oral and written speech based on reading and listening comprehension of various sorts of texts. These skills are valuable for the future professionals and their successful career.

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