

## Discursive Competence as an Important Factor of Language Teaching

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**Abstract:** The article deals with discursive competence as an important factor of language teaching. It says the formation of discursive competence in students is carried out through the process of teaching them to communicate.

**Keywords:** discursive competence, communication process, linguistic, sociolinguistic, sociocultural, communication process, speech activities, interlocutor.

Since discursive competence is a component of communicative competence, other components are formed in the process of its formation: linguistic, sociolinguistic, sociocultural, etc., are among them. For the realization of discursive competence, there is definitely a need for communication. Also, the types of discourse are considered an integral part of the communication process, they arise as a result of the speech activities of the interlocutors, and therefore, the discourse is directly related to the communication process.

The concept of communication serves as an object of study of many disciplines: psychology, pedagogy, linguistics, theory and practice of foreign language teaching, etc. (Andreeva G.M., 1988; Bakhtin M.M., 1979, etc.)

Since many scientists deal with communication, it is natural that theories will vary. Including: E.F. Tarasov defines communication as a communicative activity aimed at exchanging information between people. (1977)

G.V. Bulatsky and Yu.D. According to the Primyaks, communication is defined as a universal mechanism of human interaction and an integral part of the vital activity of a person and society (1987:37), while V.N. Panferov considers people's life activities as a process of social management with the help of informational, communicative and psychological means. (1983:20)

Along with defining the concept of communication, scientists also defined its types: verbal/non-verbal, interpersonal/intergroup/inter-community, official/informal, material/spiritual, direct/excerpted, oral/written, dialogic/monological, etc.

According to the purpose and conditions of teaching foreign language communication (bachelor's or master's), a specialist with a higher education uses a foreign language in verbal exchange of information with foreign specialists, in daily conversations, business negotiations and cooperation, in concluding contracts, as well as over the phone or at conferences and seminars.

The expert's oral communication expresses a formal character. Formal communication is a speech activity that occurs between people and performs a social function. (Skalkin V.P., 1991, p. 177)

Research scientists divide oral communication into interpersonal, intergroup and intercommunity types according to the number of participants. According to our work experience, future specialists are taught interpersonal (the communication process consists of two participants) and intergroup (the communication process consists of several people) types of communication. In both cases, dialogic form of communication is assumed.

The monologic form of communication has the same importance as dialogic communication. In the process of communication, the need for monologic communication is felt when giving information about an event or fact, commenting, justifying and persuading one's opinion, etc.

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All types of communication are important for teaching communication in a foreign language. But the following types of communication should be taught mainly in non-philological higher educational institutions, when training future specialists: oral verbal communication, formal communication, interpersonal and intergroup communication. We considered it permissible to summarize these in one word and call them professional communication.

Professional communication is the basis of the professional activity of any specialist. (Suvorova 2004: 23)

Professional communication is considered the most important factor for the fulfillment of professional duties and the development of professional qualities of a specialist. Professional qualities mean the specialist's ability to use a foreign language for various purposes, including: studying scientific literature in the language, practical assimilation of the material in the text related to his field, participating in debates and discussions within the scope of his professional field, communicating with foreign language speakers or experts, and their conversational manners during negotiations and Adherence to standards and especially good knowledge of industry terms, etc. determine the level of professional qualities of a specialist. (Lopatina 2005: 15)

We can encounter professional communication in every aspect of our life: science, art, trade, production, etc.

As for the technical field, in addition to field knowledge, the ability of specialists to communicate professionally in a foreign language is considered one of the factors that determine the level of their communicative competence.

B.M. Rebus defines the main task of professional communication as being able to attract, bring closer and create a positive opinion in the interlocutors. (Rebus B.M., 2001: 6-7)

N.D. According to Galskova, communication is not only the exchange of information aimed at achieving a certain goal, but also the active activity of the participants of this process, sometimes expressing a non-linguistic character. (Galskova N.D.)

According to Geichman, not every communication is of professional importance. He distinguishes professional communication from everyday communication according to the following criteria.

1. Professional communication, unlike everyday communication, is specially prepared in advance.
2. The number of topics within the scope of professional communication will be limited. And everyday communication differs in that it covers various (personal, social, psychological, political, etc.) topics.
3. Professional communication ends with certain conclusions and decisions. Daily communication does not always end with the final decision.
4. A distinctive feature of professional communication is its structure based on certain rules and restrictions. These rules define the form, type, level of formality, purpose and tasks of professional communication. Students should learn this. (Geichman 2003:45)

Another scientist, Koltunova, in her research, divides professional communication into the following types according to its structure:

1. According to the form of speech - oral, written;
2. According to the direction of speech of the speaker and listeners - dialogic, monologic;
3. According to the number of participants - interpersonal, popular;
4. According to the distance between the interlocutors - with distance, without distance;
5. Depending on whether or not the mediator participates - with or without a medium. (Koltunova 2002:5)



Each of the above types of communication has its own characteristics, style and genre. Here, the composition of professional communication consists of 3 components:

1. Communicative component (exchange of information for professional purposes).
2. Interactive component (related to activities as well as exchange of knowledge and ideas.)
3. Perceptual component (understanding and acceptance of interlocutors).

According to Lopatina (2005:5), when teaching professional communication (or communication oriented to the profession), it is necessary to teach the specialist lexicon and use it in the process of professional communication.

M.A. According to Akopova (2005:5), the teacher should clarify his tasks in the formation of the landscape of the professional world in a foreign language. These constitute knowledge, skills and abilities related to the scope of foreign language communication.

Therefore, in our research work, we aimed to develop a methodology for the formation of discursive competence aimed at professional communication in students of non-philological higher educational institutions, and we are sure that this research work will serve as a resource for students and teachers in this regard.

It is known that the development of the economy of any country depends on a number of factors. Among them, increasing the level of knowledge of technical experts is also important.

In recent years, attention to foreign language teaching in our country and the introduction of the CEFR system envisages the improvement of this field and the resolution of issues necessary for our students to become well-educated, competitive and mature specialists. One of these issues is the issue of formation of discursive competence in a foreign language in students.

For specialists in the technical field, they should know the field terms in English, be able to use them in various communication processes, understand the original texts in a foreign language, be able to work with foreign equipment in factories and factories, communicate freely with foreign colleagues, improve skills in foreign countries, interact exchange of information, applying the acquired experience in our country or, on the contrary, being able to carry out many activities such as introducing the technology of our country in foreign countries, that is, in a word, the role of communicative competence is very important.

Koltunova defines the composition of professional communication based on discursive competence, which is one of the main components of communicative competence, as follows:

- determining the goals and tasks of professional communication;
- analyzing the subject of communication and organizing a discussion;
- management of communication and defining it;
- use of ethics and aesthetics tools to achieve communicative goals;
- conversation, discussion, discussion, dialogue, negotiation;
- providing evidence, justifying, commenting, evaluating, justifying;
- paraphrasing, explaining, concluding;
- converting oral information into written form, expressing signs in words;
- acquisition of speech genres related to work (business letter, fax message, contract, telephone conversations, business-related interviews, negotiations and meetings);
- learning the rules of speech;

In addition to these, there is another component for the formation of the communicative competence of technical specialists:



- they should acquire technical knowledge (knowledge related to specialization, necessary in the work process). (R. Kats. 2006:36)

In our opinion, the acquisition of specialized knowledge, especially in a foreign language, is of great importance for the development of communicative competence.

In the training of students of non-philological higher educational institutions in professional communication based on the formation of discursive competence, which is one of the main components of communicative competence, various oral and written discourses are used in the educational process.

N.A. Baranova summarizes the typological classification of discourse according to various criteria as follows. (N.A. Baranova, 2008)

Criteria	Types of discourse
According to the level of official-	<ul style="list-style-type: none"> <li>➤ transactive (the main attention is paid to the degree to which the communication is related to the work, the impact and result of the work);</li> <li>➤ interactive (the main focus is on personal relationships (from the point of view of establishing friendly relations)).</li> </ul>
According to the direction of movement of information-	<ul style="list-style-type: none"> <li>➤ discourse in written form;</li> <li>➤ the discourse of a telephone conversation;</li> <li>➤ radio discourse;</li> <li>➤ communication discourse through a pager or answering machine;</li> <li>➤ E-mail correspondence discourse;</li> <li>➤ Communication discourse through Talk or Chat programs.</li> </ul>
According to the number of participants	<ul style="list-style-type: none"> <li>➤ diological;</li> <li>➤ monologic.</li> </ul>
According to the semantics-	<ul style="list-style-type: none"> <li>➤ critical discourse (a critical attitude towards the activity of a person or the product of his activity).</li> <li>➤ evaluative discourse (with the participation of evaluative words).</li> </ul>
According to general and specific	<ul style="list-style-type: none"> <li>➤ interdiscourse;</li> <li>➤ special discourse.</li> </ul>
According to the scope of activity (profession)	<ul style="list-style-type: none"> <li>➤ pedagogical discourse;</li> <li>➤ political discourse;</li> <li>➤ scientific discourse;</li> <li>➤ business discourse;</li> <li>➤ legal discourse;</li> <li>➤ ethical discourse;</li> <li>➤ military discourse;</li> <li>➤ parents discourse.</li> </ul>

Some groups of scholars call the above types of discourse genres. (Dolinin K.A., Gureva Z.I., Burkitbaeva G.G. and others)

The term genre is interpreted in two different ways according to literature and language learning methodology. In literature, the concept of genre is used in the following senses:

1. A type of work of art that has a unique unity of characters in terms of form and content, for example, a lyrical genre;
2. A work of art or painting depicting scenes of life, for example, an exhibition of scenes and genres;
3. Method, style, way, for example, this is his style (way).

In the language learning methodology, the genre approach includes learning English as a specialized language and expressing it in speech within the framework of one communicative goal.



Genre is an abstract concept, and it is a conscious manifestation of specific types of texts formed within the framework of interaction between the writer and the reader. Since genre is a social concept, context, the role of the writer, the audience, the teacher, the learner, and other realities serve as the basis for understanding it. When the genre is mentioned, an educated person brings to mind daily papers (reports, checks, receipts, etc.), sacred writings (Qur'an, Bible, etc.), all pedagogical texts (essay, statement, etc.). (Normurodova V.I., 2008)

K.A. Dolinin writes about the concept of speech genres as follows. The concept of speech genres is not a speech activity, but text or dialogue fragments on a certain topic. Genres of speech are not constructed, they are the specific competence of the speaker in oral or written form. (Dolinin K.A., 1983:17)

For the purpose of our dissertation, we will work on the genre of oral speech within the framework of professional communication.

Z.I. According to Gurev, speech genres in professional communication are types of texts that have a different character. Each of the genres used in the language has its own characteristics, text, principles of selection, stylistic decoration and the purpose of communication. (Gureva Z.I., 2003: 81)

G.G. Burkitbaeva distinguishes different types of oral discourse according to genre: negotiation, interview, telephone conversation, conference, presentation, oral report genres. This type of discourse is based on different texts. They are used in the process of professional communication: document, discussion, interview, discussion, message, consultation, survey, public speech, report, review, lecture, interview, order, etc. (Burkitbaeva 2005)

Another group of scientists A.Y. Gaysina, N.G. Valeeva, S.V. Bobova, M.E. Bagdasarians classify the most used types of discourse in professional communication as follows: document, discussion, message, discussion, consultation, questionnaire.

Kucherenko O.I. and in his research, proposes to study oral professional communication in the order of questionnaire - message - document - consultation - discussion - discussion. (Kucherenko O.I., 2000)

It can be seen that the types of discourse involved in professional communication are presented differently by scientists. When teaching them, those who correspond to the content and purpose of specialized education at the higher educational institution are selected and trained. Therefore, we believe that the following types of discourse (genres) can be used to teach students professional communication based on the content and purpose of foreign language education in technical higher educational institutions. These are composed of discussion, advice, survey, report, message, discussion.

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