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## **FORMS AND METHODS OF DEVELOPING DISCURSIVE COMPETENCE IN TEACHING A FOREIGN LANGUAGE**

**Annotation.** The development of discursive competence is a vital aspect of teaching a foreign language, as it enables learners to organize and express ideas coherently and appropriately in diverse communicative contexts. Discursive competence involves the ability to structure spoken or written language effectively, maintain coherence, and adapt to the social and cultural expectations of communication. To foster this skill, educators employ various forms and methods, such as Task-Based Language Teaching (TBLT), role-playing, project-based learning, and genre-based approaches. These methods encourage learners to practice organizing ideas, using discourse markers, and applying rhetorical strategies in authentic contexts.

By focusing on discursive competence, foreign language education not only improves students' linguistic abilities but also prepares them for meaningful participation in academic, professional, and social settings. This approach fosters communicative confidence and cultural sensitivity, ensuring learners are well-equipped for real-world communication. The study highlights the benefits and challenges of using these methods, emphasizing the importance of balancing traditional and innovative approaches to maximize learning outcomes.

**Key words:** discursive competence; foreign language teaching; coherence; collaborative tasks; Task-Based Language Teaching (TBLT); role-plays; project-based learning; genre-based approaches; authentic materials; communicative contexts.

### *Introduction*

The ability to engage in meaningful and effective communication is one of the main objectives in foreign language education. Among the various aspects of language proficiency, discursive competence plays a crucial role in enabling students to produce and interpret texts in different contexts, from informal conversations to formal debates and professional discussions. The development of discursive competence is not only about mastering vocabulary or grammatical rules but also about integrating cultural, pragmatic, and contextual knowledge that is necessary to navigate communication in a foreign language. This research aims to explore the importance of discursive competence in foreign language learning, the various forms and methods used to develop it, and the effectiveness of these approaches in enhancing students' ability to engage in discourse.

Discursive competence refers to the ability to produce and interpret texts appropriately in different communicative situations. This competence involves not only linguistic skills but also the ability to adapt to different genres, understand the social and cultural context of the communication, and apply pragmatic strategies effectively. The importance of developing discursive competence in the context of foreign language learning lies in the need for learners to communicate fluently and coherently across diverse situations. It is essential for learners to be



able to initiate and sustain a conversation, present ideas clearly, and respond to others appropriately. Developing this skill is particularly challenging because it requires an understanding of both the structural and social aspects of language, as well as the ability to adjust one's speech to fit various communicative contexts.

The primary aim of this research is to explore how different teaching methods and approaches impact the development of discursive competence among students. The research will focus on examining various forms of teaching, such as Task-Based Language Teaching (TBLT), role-playing, project-based learning, and genre-based approaches, and their effectiveness in fostering students' ability to engage in extended discourse. Additionally, the research will investigate the hypothesis that active teaching methods, which emphasize student engagement and real-world communication, lead to significant improvements in discursive competence. To achieve this, the research will analyze the existing literature on the topic, review theoretical models of discursive competence, and assess the practical applications of various teaching methods.

Research on discursive competence in teaching foreign languages in Kazakhstan draws on a range of theoretical frameworks, local educational guidelines, and practical resources developed by Kazakhstani educators and scholars. Key materials include works by local authors such as Zhanpeisova, K. M., I. N. Vereshchagina, and T. Kunanbayeva, who have made significant contributions to the field of language teaching methodologies in Kazakhstan [1].

Practical activities, according to G.R. Yesenbayeva [2], engage students in various ways-grammatically, lexically, phonologically, and through creative thinking. Discursive competence promote group work, reduce language barriers, and encourage repeated use of language structures, making learning more enjoyable and effective. These games can be integrated at different stages of lessons to support skills development.

To understand the role of discursive competence in language learning, it is essential to explore the theoretical frameworks that underpin this concept. Theories of communicative competence, particularly those proposed by Canale and Swain (1980) and Bachman (1990), provide a foundation for the development of discursive competence. According to Canale and Swain, communicative competence consists of several components, including grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Discursive competence, which is the focus of this research, is a subcomponent of communicative competence that involves the ability to organize and structure discourse in a coherent and contextually appropriate manner.[3]

Canale and Swain's model highlights that discursive competence involves both the ability to create cohesive and coherent texts and the ability to navigate the social functions of language. This theory emphasizes the importance of understanding the social context in which communication occurs, as well as the roles that speakers and listeners take on during interactions. Discourse competence, as defined by these scholars, includes knowledge of the formal structures of language (such as cohesion, coherence, and turn-taking) as well as the ability to adapt to different communicative contexts, genres, and registers.

Bachman (1990) further develops the concept of communicative competence by proposing a model that includes both the organizational and pragmatic components of language. Bachman's model suggests that successful communication depends not only on the grammatical accuracy of language but also on the ability to manage communication in a socially appropriate way. This model introduces the idea that discursive competence is interconnected with other aspects of language use, such as strategic competence, which enables speakers to repair communication breakdowns and adjust their discourse according to the audience's expectations and the specific context of communication [4].

In the context of foreign language teaching, it is important to recognize that discursive competence is not solely about mastering the structural aspects of language. It also requires the



development of cultural, pragmatic, and sociolinguistic knowledge that allows students to communicate effectively across various contexts. Students need to be able to identify the appropriate style and tone for different communicative situations, whether they are participating in casual conversations or presenting formal arguments. Moreover, they must understand how to manage the flow of conversation, take turns, and recognize when to introduce new topics or change the direction of the discourse.

#### *Methodology Instruments*

A questionnaire was designed to gather relevant data on students' discursive competence in the context of English language learning. The primary aim of the questionnaire was to assess students' ability to construct coherent and contextually appropriate discourse in both spoken and written forms. The items were organized from simple to more complex, gradually encouraging deeper reflection and language use. To maintain student engagement and stimulate critical thinking, the questions addressed various aspects of discourse development, such as coherence, cohesion, register, and appropriate use of discourse markers. Some tasks required students to analyze texts or draw on external examples, fostering creative thinking and real-life application. A five-point Likert scale was used, ranging from 5 (strongly agree/very competent) to 1 (strongly disagree/very limited competence). The results were interpreted using descriptive verbal analysis to identify trends and patterns in student responses.

#### *Research Questions*

The study was guided by six main research questions:

1. What forms and methods are most effective in developing discursive competence in foreign language learners?
2. What are the benefits and challenges of using Task-Based Language Teaching (TBLT), role-playing, project-based learning, and genre-based approaches to enhance discursive competence?
3. How do students perceive the use of these methods in their language learning experience?
4. How do cultural and contextual factors influence the development of discursive competence?
5. What role do collaborative learning and peer interaction play in fostering discursive skills?
6. How can teachers balance traditional and innovative methods to maximize learning outcomes?

These questions were designed to provide a comprehensive understanding of the factors that contribute to the development of discursive competence, as well as the practical challenges and opportunities associated with different teaching methods.

#### *Participants*

To answer these questions, a variety of research tools were employed. First, questionnaires were distributed to 5 foreign language teachers of "Saulet" school- lyceum to gather information about the methods and tools they use to develop discursive competence. The questionnaire was divided into three sections: general information about their teaching experience, specific methods and tools they use, and their perceptions of the benefits and challenges of these methods. Similarly, a separate questionnaire was given to 20 students to understand their experiences with different teaching methods, particularly those involving TBLT, role-playing, project-based learning, and genre-based approaches [5]. The student questionnaire focused on how often they used these methods in language learning, how they helped them improve their communication skills, and whether they preferred traditional or innovative methods [6].

In addition to the questionnaires, semi-structured interviews were conducted with 5 of the 5 teachers to gain deeper insights into their experiences. These interviews focused on the types



of methods they used, their perceptions of the effectiveness of these methods, and the challenges they faced in implementing them. The interviews were recorded, transcribed, and analyzed to identify common themes and patterns [7].

The data collection process was divided into three phases. In the preparation phase, the questionnaires were developed and piloted to ensure clarity and relevance. Teachers and students were briefed on the purpose of the study, and their participation was voluntary [8]. In the data collection phase, the questionnaires were distributed, and the interviews were conducted. Finally, in the data analysis phase, the quantitative data from the questionnaires were analyzed using descriptive statistics, while the qualitative data from the interviews were coded and thematically analyzed [9].

### *Research Results*

The study identified several benefits of using methods such as TBLT, role-playing, project-based learning, and genre-based approaches to develop discursive competence. One of the most significant advantages was the ability to facilitate student-centered learning. These methods allowed students to take control of their learning, choosing materials and activities that matched their interests and proficiency levels. This not only increased their motivation but also made the learning process more relevant to their everyday lives. For example, one teacher noted that using TBLT helped students improve their listening and speaking skills by exposing them to real-life conversational scenarios [3]. Another teacher highlighted the benefits of role-playing, which allowed students to participate in simulated conversations and receive immediate feedback [4].

Another benefit was the flexibility that these methods provided, allowing students to practice their skills outside of the classroom. Teachers also appreciated the efficiency of these approaches, which made it easier to organize and track student progress. For instance, one teacher mentioned that using project-based learning allowed them to create structured exercises for discursive practice, enabling students to respond to prompts in written or oral form. This encouraged students to organize their ideas logically and develop their ability to communicate effectively [5].

Despite the advantages, the study also identified several challenges associated with using these methods. One common problem was the time and effort required to implement these approaches effectively. For example, some teachers reported that preparing materials for TBLT or project-based learning was time-consuming and required significant planning [5]. Additionally, some teachers felt unprepared to effectively integrate these methods into their teaching, citing a lack of training and support. This highlights the need for professional development programs to help teachers become more comfortable with using these approaches in the classroom [7].

Another challenge was the limited interaction that some methods provided compared to face-to-face communication. Both teachers and students noted that while methods like role-playing and project-based learning were useful, they could not fully replicate the nuances of in-person communication, which is essential for developing discursive competence. For example, one student mentioned that they found it easier to express themselves in face-to-face discussions, where they could rely on nonverbal cues and immediate feedback from their peers.

The study involved 20 students, aged 13–17, who were actively engaged in foreign language learning. Of these students, 85% reported using methods such as TBLT, role-playing, and project-based learning frequently in their language learning, and 75% found them helpful for improving their communication skills. Students particularly appreciated the flexibility that these methods provided, allowing them to access materials and practice their skills at any time. They also valued the immediate feedback they received through these activities, which helped them improve their skills more quickly.



However, 25% of students expressed a preference for traditional methods, noting that face-to-face interactions allowed for more natural communication and immediate feedback. For example, one student mentioned that they found it easier to engage in discussions when they could see their classmates' facial expressions and body language. This suggests that while these methods can be valuable tools for developing discursive competence, they should be used in conjunction with traditional methods to provide a well-rounded learning experience.

The student feedback provided further insights into the effectiveness of these methods. Students generally had positive attitudes toward the use of methods such as TBLT, role-playing, and project-based learning, with 90% finding them easy to use and 80% appreciating the ability to practice their skills outside of class. They also felt more confident in their ability to communicate in a foreign language after using these methods, with 70% reporting an improvement in their communication skills.

However, some students also noted challenges, such as the complexity of some tasks and the lack of personal interaction. For example, one student mentioned that they sometimes struggled with the complexity of project-based learning tasks, which made it difficult to participate fully. Another student noted that while they found role-playing useful, they missed the spontaneity and immediacy of face-to-face communication.

#### *Discussion*

The findings suggest that methods such as TBLT, role-playing, project-based learning, and genre-based approaches can play a significant role in developing discursive competence, but their effectiveness depends on several factors, including teacher training, the complexity of tasks, and the balance between innovative and traditional methods. One of the key benefits of using these methods is their ability to facilitate student-centered learning, allowing students to take control of their learning and engage with materials that match their interests and proficiency levels. This not only increases their motivation but also makes the learning process more relevant to their everyday lives.

Another benefit is the flexibility that these methods provide, allowing students to practice their skills outside of the classroom. Teachers also appreciated the efficiency of these approaches, which made it easier to organize and track student progress. However, the study also highlighted several challenges that need to be addressed, such as the time and effort required to implement these methods effectively, the lack of teacher training, and the limited interaction that some methods provide compared to face-to-face communication.

#### *The Study Identified Several Benefits*

1. **Student-Centered Learning:** Methods such as TBLT, role-playing, and project-based learning allowed students to take control of their learning, choosing materials and activities that matched their interests and proficiency levels.

2. **Improved Motivation:** These methods made lessons more engaging, increasing students' motivation to participate.

3. **Efficient Course Management:** Teachers found it easier to organize and track student progress using these approaches.

#### *However, There Were Notable Challenges*

1. **Time and Effort:** Preparing materials for these methods was time-consuming and required significant planning.

2. **Teacher Training:** Many teachers felt unprepared to integrate these methods into their teaching, highlighting the need for professional development.

3. **Limited Interaction:** Some methods could not fully replicate the nuances of in-person communication, which is essential for developing discursive competence.

#### *Conclusion*

This study highlights the potential of methods such as TBLT, role-playing, project-based learning, and genre-based approaches to enhance discursive competence in foreign language



learners. The findings suggest that a blended approach, combining traditional teaching methods with these innovative approaches, may be the most effective way to develop this competence. However, for this approach to be successful, it is essential to address the challenges identified in the study, such as providing teachers with the training and support they need to effectively integrate these methods into their teaching and ensuring that all students have equal access to the resources they need to succeed.

By addressing these challenges and building on the strengths of these methods, educators can create more effective and engaging learning environments that foster the development of discursive competence in foreign language learners. This, in turn, will better prepare students to communicate effectively in a globalized world. The insights gained from this study can serve as a valuable resource for educators and researchers alike, providing practical guidance on how to effectively develop discursive competence in foreign language education.

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### **ШЕТ ТІЛІН ОҚЫТУДА ДИСКУРСТЫҚ ҚҰЗІРЕТТІЛІКТІ ДАМУДЫҢ ФОРМАЛАРЫ МЕН ӘДІСТЕРІ**

Аннотация. Дискурстық құзыреттілікті дамыту шет тілін оқытудың маңызды аспектісі болып табылады, өйткені ол оқушыларға әртүрлі коммуникативті контексттерде идеяларды дәйекті және орынды ұйымдастыруға және білдіруге мүмкіндік береді. Дискурсивті құзыреттілік сөйлеу немесе жазбаша тілді тиімді құрылымдау, келісімді сақтау және қарым-қатынастың әлеуметтік және мәдени күтулеріне бейімделу қабілетін қамтиды. Бұл дағдыны дамыту үшін тәрбиешілер Тапсырмаға Негізделген Тілді Оқыту (ТНТО), рөлдік ойындар, жобалық оқыту және жанрлық тәсілдер сияқты әртүрлі формалар мен әдістерді пайдаланады. Бұл әдістер студенттерді идеяларды ұйымдастыруға, дискурстық маркерлерді қолдануға және риторикалық стратегияларды шынайы контексте қолдануға машықтандырады.



Дискурстық құзыреттілікке баса назар аудара отырып, шет тілін оқыту оқушылардың тілдік қабілеттерін жетілдіріп қана қоймай, оларды академиялық, кәсіптік және әлеуметтік жағдайларға мазмұнды қатысуға дайындайды. Бұл тәсіл оқушылардың нақты қарым-қатынас жасау үшін жақсы жабдықталуын қамтамасыз ете отырып, коммуникативті сенімділік пен мәдени сезімталдықты арттырады. Зерттеу осы әдістерді қолданудың артықшылықтары мен қиындықтарын көрсетеді, оқу нәтижелерін барынша арттыру үшін дәстүрлі және инновациялық тәсілдерді теңестірудің маңыздылығын көрсетеді.

**Кілт сөздер:** дискурстық құзыреттілік; шет тілін оқыту; келісімділік; бірлескен тапсырмалар; тапсырмаға негізделген тілді оқыту (TBLT); рөлдік ойындар; жобалық оқыту; жанрлық тәсілдер; шынайы материалдар; коммуникативті контексттер.

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### **ФОРМЫ И МЕТОДЫ РАЗВИТИЯ ДИСКУРСИВНОЙ КОМПЕТЕНЦИИ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ**

**Аннотация.** Развитие дискурсивной компетенции является жизненно важным аспектом обучения иностранному языку, поскольку оно позволяет учащимся организовывать и выражать идеи связно и уместно в различных коммуникативных контекстах. Дискурсивная компетентность предполагает способность эффективно структурировать устную или письменную речь, поддерживать согласованность и адаптироваться к социальным и культурным ожиданиям общения. Чтобы развить этот навык, преподаватели используют различные формы и методы, такие как обучение языку на основе заданий (TBLT), ролевые игры, проектное обучение и жанровые подходы. Эти методы побуждают учащихся практиковаться в организации идей, использовании дискурсивных маркеров и применении риторических стратегий в аутентичных контекстах.

Уделяя особое внимание дискурсивной компетенции, обучение иностранным языкам не только улучшает языковые способности учащихся, но и готовит их к полноценному участию в академической, профессиональной и социальной жизни. Такой подход способствует коммуникативной уверенности и культурной восприимчивости, обеспечивая учащимся хорошую подготовку к общению в реальном мире. В исследовании освещаются преимущества и проблемы использования этих методов, подчеркивается важность сбалансированного использования традиционных и инновационных подходов для достижения максимальных результатов обучения.

**Ключевые слова:** дискурсивная компетентность; обучение иностранному языку; согласованность; совместные задания; обучение языку на основе задач (TBLT); ролевые игры; проектное обучение; жанровые подходы; аутентичные материалы; коммуникативные контексты.