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SIGNIFICANCE OF DISCURSIVE COMPETENCE IN ENHANCING ORAL COMMUNICATION SKILLS

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Abstract

Discursive competence plays a crucial role in enhancing oral communication skills by enabling individuals to effectively structure discourse, maintain coherence, and engage in meaningful interactions. It encompasses the ability to use appropriate linguistic and pragmatic strategies to manage conversations, express ideas clearly, and respond to social and cultural contexts. Mastering discursive competence allows speakers to navigate various communicative situations, adapt to different discourse genres, and maintain fluency and cohesion in speech. This paper explores the significance of discursive competence in developing oral proficiency, highlighting its impact on effective communication, language learning, and intercultural interactions. Through a comprehensive analysis, the study underscores the necessity of integrating discursive competence into language education to foster confident and articulate speakers.

Keywords: *discursive competence, structure of discursive competence, criteria and factors for the formation of discursive competence, monitoring, interactive teaching methods, oral speech, communicating in oral speech*

Introduction

In today's world, successful communication is becoming one of the key factors of social and professional fulfillment. A special place among communication skills is occupied by discursive competence, which allows a person not only to competently construct statements, but also to effectively participate in a dialogue, observing the logical and semantic integrity of speech. This article examines the importance of discursive competence in improving oral communication, as well as its impact on successful interaction in various communicative situations. The concept of dis-

cursive competence Discursive competence is one of the components of communicative competence and includes the ability to build a coherent, logically organized and meaningful statement, as well as adequately perceive the speech of the interlocutor. This skill covers the use of various linguistic means, knowledge of the norms of dialogue and monologue, the ability to observe the structure of the text, as well as the ability to adapt speech to the context of communication.

Based on an analysis of the literature on discursive competence in the pedagogical process, we came to the conclusion that

discursive competence is almost not considered in recent studies. In order to define the term “discursive competence”, consider the meaning of the concepts “discursive” and “competence”. Discursive is defined as (Celce-Murcia, Marianne. 2007).

- “Discussing a controversial issue to clarify different points of view; debate” (Shuman, E.V.);

- “Public discussion of any controversial issues, scientific problems, aimed at finding the optimal mutually acceptable solution” (Milrud R. P., 2007);

- “Public discussion, during which, by comparing different points of view, a consensus is sought for perhaps the correct solution to the controversial question” (Cholak V. V., 2014) and others.

Thus, the definition of discursive as a communicative activity can be divided into two groups:

- 1) dispute, discussion of any issue, that is, the discussion is viewed as a process;

- 2) a way to solve an issue or problem through discussion, respectively, the discussion is considered as the form of activity to achieve the goal is to solve the problem. And, we will use the second definition in our work (Hymes, D., 1971).

The structure of the discussion speech includes the statements of the participants in the discussion and the moderator. Discussion speech is characterized by lexical, phraseological, morphological and syntactic norms. The following requirements are imposed on a discussion speech: correctness, accuracy, clarity, consistency, simplicity, wealth, purity, euphony, communicative expediency and relevance (Skibitsky E. G., Kholina L. I., 2016).

The opinion of many authors allows to effectively develop different competencies. For example, A. A. Leontyev believes that discussion and argumentative skills are necessary for the development of both communicative and intellectual self-sufficiency, personality (Cholak V. V., 2014). L. V. Murzenko talks about the development of communication skills with the help of discussion used in intercultural projects, as well as those discussions make it possible to get to know the studied person better, language and take a detached view of your culture (Hymes, D., 1971). We have analyzed the works devoted to discursive

competence, and we can conclude that many authors agree that discursive competence is part of a broader communicative competence. For example, V. K. Ivanov argues that “the discussion contributes to the development and strengthening of speech communication skills and phenomena (communicative competence)”, as well as that “discussion speech is one of the significant components of the communicative and professional competence of students” (Skibitsky E. G., Kholina L. I., 2016).

The role of discursive competence in the development of oral speech:

1. Improving the coherence and consistency of statements. Developed discursive competence allows the speaker not only to formulate individual phrases correctly, but also to link them into a meaningful and structured utterance. This is especially important in situations that require a detailed explanation, argumentation, or narrative.

2. Improving the effectiveness of interaction. A person with high discursive competence is able to take into account the communicative intentions of the interlocutor, anticipate possible questions and adjust his speech in the process of communication. This helps to communicate information more accurately and clearly, and also reduces the likelihood of misunderstandings.

3. Developing the ability to argue an important aspect of discursive competence is the ability to logically build arguments, consistently express thoughts and use linguistic means to strengthen one's position. These skills are especially important in the professional field, scientific discussions and public speaking.

4. Adaptation to different communication situations. The owner of a developed discursive competence is able to choose appropriate language tools depending on the communicative situation. For example, in formal conversations he will adhere to strict norms of speech etiquette, and in informal communication he will use more free and colloquial forms of expression.

Methods

Ways to develop discursive competence

The development of discursive competence is possible through comprehensive exercises and targeted training. Among the most effective methods are:

- Analysis of speech samples – the study and analysis of texts of various genres helps to understand the principles of organization of coherent utterance;
- The practice of oral speech – participation in discussions, role-playing games and public speaking helps to improve the skills of constructing statements;
- Development of retelling skills – presenting what you read or heard in your own words allows you to improve the structuring of speech;
- Cohesion training – purposeful work on the means of communication between sentences and parts of the text.

Results

Discursive competence plays a key role in the development of oral communication, as it allows a person to build coherent, logically organized and meaningful statements. It promotes effective interaction, reasoned presentation of thoughts and adaptation to various communicative situations. The development of this type of competence should become an important part of the educational process, since the mastery of discourse determines the level of success of a person in the social, professional and personal spheres.

The methodological basis of the comprehensive approach is made up of the following guiding principles: consistency, complexity, unity of theory and practice, comprehensiveness, concreteness, practical usefulness, development and integrity. When developing the methodological, theoretical, normative and methodological provisions of an integrated approach, as well as the multidimensionality of the process of forming students' discussion competence, the general scientific principles of subject-competence, integrative-developing, individually differentiated and context-modular approaches were used, which mutually enrich and complement each other and take into account the specifics (social order, conditions, pedagog-

ical support, didactic support and monitoring) of the formation of the discursive competence of students.

In the formation of discursive competence, students need to take into account the factors that can affect the results of educational work. Based on the analysis of scientific literature and our own observations, we were able to identify the following factors affecting on the formation of discursive competence among students for developing oral speech:

- the level of preparation of students in the studied areas of knowledge;
- learning objectives and educational the trajectory must be built based on group level analysis;
- learning objectives should, on the one hand, contribute to the development of knowledge, on the other sides, do not be overly complex in order to do not reduce the motivation of students.

Conclusion

Discursive competence plays an important role in the development of oral communication skills, as it allows a person not only to formulate individual phrases correctly, but also to create coherent, logically organized and meaningful statements. It ensures effective communication, promotes accurate information transmission and helps to adapt to various communication situations. The development of discursive competence is especially important in modern society, where oral communication is a key factor for success in professional, educational and social spheres. Learning the skills of building coherent speech, using strategies of interaction and argumentation, as well as the practice of oral communication help to form confident and competent interlocutors. Thus, the improvement of discursive competence should be considered as an important aspect of language education, since it contributes not only to the development of speech, but also to the general intellectual and communicative growth of personality.

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