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“ZAMONAVIY TA’LIM TIZIMINI RIVOJLANTIRISH VA UNGA QARATILGAN KREATIV G’OYALAR, TAKLIFLAR VA YECHIMLAR” MAVZUSIDAGI 68-SONLI RESPUBLIKA ILMIY-AMALIY ON-LINE KONFERENSIYASI MATERIALLARI TO‘PLAMI

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PART-68

“ZAMONAVIY TA’LIM TIZIMINI RIVOJLANTIRISH VA UNGA QARATILGAN KREATIV G‘OYALAR, TAKLIFLAR VA YECHIMLAR” MAVZUSIDAGI 68-SONLI RESPUBLIKA ILMIY-AMALIY ONLINE KONFERENSIYASI

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DISCURSIVE COMPETENCE AS A COMPONENT OF COMMUNICATIVE COMPETENCE

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Annotation. *In order to determine the role of speech in teaching a foreign language, it is first necessary to define the concept of "discourse". The concept of "discourse" was very actively considered and developed in foreign and domestic humanities, so it was filled with different content and interpreted differently. This article discusses the concept of "discourse" as well as its thought points given by different educators.*

Keywords: *discursive competence, discursive analysis, communicative competence, dialogue, linguistics, bound discourse.*

ДИСКУРСИВНАЯ КОМПЕТЕНТНОСТЬ КАК КОМПОНЕНТ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ

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Аннотация. *Чтобы определить роль речи в обучении иностранному языку, прежде всего необходимо определить понятие «дискурс». Понятие «дискурс» очень активно рассматривалось и развивалось в зарубежной и отечественной гуманитарной науке, поэтому наполнялось разным содержанием и по-разному трактовалось. В этой статье обсуждается понятие «дискурс», а также мысли, высказанные разными педагогами.*

Ключевые слова: *дискурсивная компетентность, дискурсивный анализ, коммуникативная компетентность, диалог, лингвистика, связанный дискурс.*

DISKURSIV KOMPETENSIYA KOMMUNIKATIV KOMPETENSIYANING KOMPONENTI SIFATIDA.

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Annotatsiya. *Chet tilini o'rgatishda nutqning rolini aniqlash uchun birinchi navbatda "muloqot" tushunchasini aniqlash kerak. "Diskurs" tushunchasi xorijiy va mahalliy gumanitar fanlarda juda faol ko'rib chiqilgan va ishlab chiqilgan, shuning uchun u turli xil*

mazmun bilan to'ldirilgan va turlicha talqin qilingan. Ushbu maqolada nutq tushunchasi,

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mazmun bilan to'ldirilgan va turlicha talqin qilingan. Ushbu maqolada nutq tushunchasi, shuningdek, turli o'qituvchilar tomonidan bildirilgan fikrlar muhokama qilinadi.

Kalit so'zlar: *diskursiv kompetentsiya, nutq tahlili, kommunikativ kompetentsiya, dialog, tilshunoslik, bog'langan nutq.*

Studying foreign languages erases the boundaries between the cultures of different countries, allowing a person to become a truly developed linguistic personality, capable of intercultural communication. As one of the components of communicative competence, discursive competence is the ability to construct holistic, coherent and logical statements (discourses) of different functional styles (scientific, official business, newspaper journalistic, artistic and colloquial) in oral and written form, based on the communication situation and certain communicative tasks [25, p. 74].

In modern methodology, according to most scientists, discursive competence is one of the most important, based on the social essence of language. In domestic linguistics E.V. Schumann was the first to propose a definition of discursive competence: "the student's ability to understand and create logical and coherent speech statements, presented orally or in writing" [33, p. 4].

Based on the definition, we note that the discursive side of communicative competence means the quality of the use of language skills in speech activity, the correctness and correctness of speaking and writing in a foreign language, the logic and information richness of statements. Thus, we can identify the skills that are part of discursive competence [17, p. 71]:

1. Skills related to intellectual processes:

•The ability to observe linguistic phenomena, compare and contrast them in both native and foreign languages;

•Ability to search and highlight key information in accordance with the communicative task;

•Ability to compare, group and systematize information;

•Ability to predict information and evaluate it;

•Ability to record the main content of reports;

•Ability to draw up a plan and formulate theses;

•Ability to prepare and deliver detailed presentations and reports.

2. Skills related to the organization of educational activities:

•Ability to work in different modes (individually, in pairs);

•Ability to use reference materials;

•Ability to control your own actions and the actions of the group;

•Ability to ask for help and additional clarification.

3. Compensatory skills:

•Ability to use linguistic conjecture, supports and dictionaries;

•The ability to use periphrases, synonyms, antonyms in speaking and writing, and give examples;

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- The ability to repeat and paraphrase the interlocutor’s remarks;
- The ability to ask for help from an interlocutor;
- Ability to use facial expressions and gestures;
- Ability to switch conversation to another topic.

The main skill of discursive competence is the organization of linguistic material into a coherent text - discourse. There is no clear and generally accepted definition of the concept “discourse” that covers all cases of its use. In the 80s, discourse was understood as “communication, the transmission of thoughts through words” or simply speech, lecture, sermon, treatise.

In modern linguistics, the concept of discourse is expanded to “a communicative event that occurs between the speaker and the listener in the process of communicative action” [25, p. 94]. The concept of “discourse” is close in meaning to the concept of “text”, but emphasizes the dynamic nature of linguistic communication. The text, in turn, is understood as a predominantly static object, the result of linguistic activity [14, p. 451-456].

Ultimately, students who have mastered discursive competence at the proper level are able to integrate knowledge acquired in other subjects and in foreign language lessons and create an independent product in this language. Discursive competence contributes to the development of skills included in the concept of information and communication activities of students, which is a necessary condition for their development, since only at a certain level of development of discursive competence will a student be able to conduct text analysis necessary for adequate perception of oral speech.

The formation and development of discursive competence is of particular importance in the modern process of teaching foreign languages. This is primarily due to the fact that the main concept in didactics of teaching foreign languages is the concept of linguistic personality, which includes a set of speech skills and aspects of language. In this context, discursive competence is one of the criteria for diagnosing the level of development of a linguistic personality, because includes such qualities as the use of communication means, mastery of techniques for organizing text information, and a certain degree of mastery of the genre-structural elements of the language.

In addition, since discourse is considered as the realization in speech of personal meanings that provide the necessary motivation for communication associated with the personal need for self-expression, it can be argued that discursive competence contributes to the formation of the highest motivational and pragmatic level of language proficiency. As such, the level of discursive competence is a reflection of the characteristic features of a linguistic personality.

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