

THE FORMATION OF STUDENTS' LINGUISTIC DISCOURSE COMPETENCE IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

The article analyzes the peculiarities of the formation of discourse competence of senior pupils in the process of learning foreign language communication. The peculiarities of speech-discourse competence and the relationship between the level of development of communicative and discourse competencies have been examined. The basis of the discursive competence of high school students has been determined by the skills of an adequate generation of foreign language discourses in the process of communication in a foreign language, as well as skills of communicative behavior in certain speech situations. Extralinguistic features of the situation of communication, the role of participants in communication and ways of interaction of communicants within the framework of foreign communication have been investigated. Examples of techniques to be used while working with senior pupils in order to form their discourse competence have been demonstrated.

Key words: *foreign language communicative competence, discourse competence, extra-linguistic peculiarities, speech skills.*

In today's fast-growing society, mastering foreign languages has become one of the top priorities. The main objective of learning a foreign language is to master the skills of foreign language communication, which involves the use of a foreign language as a means of communication in educational, work or daily activities.

In the structure of foreign language teaching, the priority task is the formation of a language communicative competence of a modern young person. Being an object of research of many Ukrainian and foreign scientists (M. Hez, O. Vishnevsky, M. Lyakhovitsky, S. Nikolayev, N. Sklyarenko, etc.), the foreign language communicative competence has a multidimensional character .

Scientists focus on certain components of foreign communication competence. The most mentioned in the methodical literature are its following components: linguistic, sociolinguistic, socio-cultural, social, strategic and discourse.

According to most scholars, it is discourse competence that is one of the most important. Discourse competence has become the subject of research by many Ukrainian and foreign scientists (N. P. Golovin, L. P. Kaplich, A. I. Kucherenko, I. F. Uhvanov-Shmygov, M. Swain, M. Canale, S. Miirand) .

N. Almazova believes that discourse competence is precisely what contemporary education in the field of teaching foreign languages should seek [1, p. 213]. At the same time.

N. Golovin claims that discourse competence plays a significant role in teaching a foreign language and serves as a goal of learning [2, p. 48].

At the same time, modern research of discourse competence proves that there is a direct relationship between the level of development of communicative and discourse competences: the higher the level of discourse competence, the more complete is the choice of means of communication, which in turn determines the success of communicative activity.

The purpose of our article is to highlight the peculiarities of the formation of discourse competence as a component of the multicomponent structure of speech competences in the process of teaching foreign language communication of senior pupils.

The basic skill of discourse competence is mastering the skills of organizing linguistic material into coherent and integral text – discourse. Modern linguistics defines discourse as a linguistic entity, which, along with the linguistic characteristics inherent in the text, has extra-linguistic parameters (participants in communication, their communicative goals, background knowledge of the terms of communication) [2, p. 32].

Discourse competence, based on the definition of E.V. Schumann, is the ability of a person to understand and at the same time create logical and concurrent language statements, presented orally or in writing [5, p. 4]. At the same time, discourse is seen as the implementation in the speech of personal meanings which provide the necessary motivation for communication, associated with the personal need for self-expression [3, p. 213].

According to V. Shadursky's discourse competence is not only the creation of integral and coherent texts but also the knowledge of the various types of discourse and the rules of their construction, the ability to interpret them in accordance with the communicative situation and to produce these types of discourse taking into account extra-linguistic peculiarities of the situation of communication, the roles of participants in communication and the ways of interaction of communicants within a single tuple [4, p. 252].

Formation of the skills and abilities of speech and discourse competence in the process of teaching foreign languages involves the ability to perceive, understand and generate foreign language discourse, which, in turn, requires possession of methods of organizing textual information in a foreign language, the full use of means of communication in a foreign language and the mastery of genre-structural elements of the foreign language.

The discourse side of a foreign language communicative competence means the quality of the use of skills in speech activity, the logical and informational richness of the statements in a foreign language, the correctness, speech accuracy and writing in a foreign language, as well as understanding the culture of a foreign language [6, p. 124].

One of the effective methodical methods that should be used while working with senior pupils in order to form their discourse speech competence is the use of adequate language model models in accordance with a particular speech situation.

Task 1

Learn the following conversational formulas to be ready to use them in everyday situations

Meeting people Expressing Surprise	Expressing Sympathy	
Why, this is a surprise! Look who is here! What a lovely surprise! I didn't expect to see you here! How come you are here? What are you doing here? It's been ages since we met.	My uncle was injured in a car crash. My niece broke her leg. I've got pneumonia. We all had food poisoning. I have to go to hospital with my ulcer. My husband had a heart attack. I am so upset. I've spent a fortune on medicines for my pneumonia. My Grandma is going to hospital to be operated.	What a misfortune! Oh, poor thing. Oh, dear. I am terribly sorry. Too bad. I feel sorry for you. I do really. How well I understand you. Come on now. Don't get upset. Don't get upset. Things will come right. With time it will come all right.

Task 2.

Enact a conversation for the following situation using conversational formulas from **Task 1**.

A meeting at a hospital

You have just been to the doctor's with the symptoms of **pneumonia**.

In the hospital lounge, you meet a friend who also visited the doctor.

1. Say hello and ask what his problem is.
2. Ask what the diagnosis is or what the doctor said.
3. Tell your friend how you feel and what your problem is.
4. If it is possible, explain what your problem might be caused by.
5. Say what the doctor prescribed or told you to do.

We strongly believe, the students' performance of such tasks will facilitate their acquisition of a foreign language at the adaptive level, depending on the particular language situation; the formation of their skills of adequate generation of foreign language discourses in the process of communication in a foreign language, as well as the skills of communicative behavior in certain language situations.

Thus, the formation of discourse foreign language competence as one of the main components of foreign communication competence, promotes the development of skills to logically build language in a foreign language; to build communicative behavior according to the main topic of communication; express their own linguistic intentions, their thoughts, feelings; to build expressions of different genres in accordance with their compositional structure, form, semantic integrity, grammatical and lexical correctness, as well as the ability to engage in communicative interaction, using available resources and strategies at their disposal.

REFERENCES

1. Алмазова Н. І. Когнітивні аспекти формування міжкультурної компетентності при навчанні іноземної мови в немовному вузі / Н. І. Алмазова – СПб., 2003. – 446 с.
2. Сазонова Е. А. Журнал ВАК: Вісті Російського державного педагогічного університету ім. А. І. Герцена, Випуск № 31/тому 10. / Е. А. Сазонова – СПб., 2008. – 73 с.
3. Сєдов К. Ф. Дискурс і особистість: Еволюція комунікативної компетенції / К. Ф. Сєдов – М.: Лабіринт, 2004. – 320 с.
4. Шадурський В. Г., Міжкультурна комунікація та професійно орієнтоване навчання іноземних мов / В. Г. Шадурський – Мінськ, 2009. – 325 с.
5. Шуман Є. В. Можливості та перспективи міжкультурної комунікації німецькою мовою в школі / Є. В. Шуман / WEB-журнал / Випуск №5, 2006. – «Inter-cultur @ l-net»
6. Bhatia V. K. Worlds of Written Discourse: Genre-Based View / V. K. Bhatia. – London: Continuum, 2004. – 225 с.

Гусак Мар'яна

Науковий керівник – канд. пед. наук, доцент Обіход І. В.

**ОСОБЛИВОСТІ ФОРМУВАННЯ НІМЕЦЬКОМОВНОЇ
ГРАМАТИЧНОЇ КОМПЕТЕНТНОСТІ УЧНІВ СТАРШОЇ ШКОЛИ**

У статті розглядаються питання, що стосуються загальної характеристики іномовної граматичної компетентності, цілей її формування в учнів старшої школи, етапів формування граматичної компетентності, вправ для формування граматичної компетентності.

Ключові слова: іномовна граматична компетенція, етапи, вправи, засоби, контроль рівня сформованості.