Formation of Foreign Language Discursive Competence in Oral Communication

Abdurasulova Nilufar Abdusalim Qizi

2nd-year doctoral student, Uzbekistan State World Languages University

Abstract

This article explores the intricate process of developing foreign language discursive competence, with a specific focus on oral communication. Discursive competence, the ability to engage in meaningful and effective communication, is a multifaceted skill that goes beyond linguistic proficiency. Through an in-depth analysis of theoretical frameworks, empirical studies, and practical applications, this article aims to shed light on the various factors influencing the formation of discursive competence in foreign language learners. The discussion encompasses language acquisition theories, socio-cultural influences, classroom methodologies, and the role of technology in shaping oral communication skills. The insights provided can inform educators, learners, and policymakers in optimizing language learning environments.

Keywords: Foreign language, discursive competence, oral communication, language acquisition, socio-cultural influences, classroom methodologies, technology, language learning, communicative competence.

Introduction. Foreign language acquisition is a dynamic and multifaceted process that extends beyond mere linguistic proficiency. Discursive competence, the ability to engage in meaningful and effective communication, is a crucial aspect of language learning. This article delves into the formation of foreign language discursive competence, specifically in the realm of oral communication. By examining various theoretical perspectives, empirical studies, and practical applications, this article aims to provide a comprehensive understanding of the factors influencing the development of discursive competence in learners. Foreign language acquisition is a complex journey, and achieving discursive competence, particularly in oral communication, is pivotal for effective language use. This article seeks to provide an extensive analysis of the diverse factors contributing to the formation of foreign language discursive competence. By exploring theoretical foundations, socio-cultural influences, classroom methodologies, technological integration, individual differences, assessment practices, and teacher professional development, this research aims to offer a holistic understanding of the dynamics shaping oral communication skills in language learners.

The foundation of language acquisition theories, such as Krashen's Input Hypothesis and Vygotsky's Sociocultural Theory, plays a pivotal role in understanding how learners develop discursive competence. Krashen emphasizes the importance of comprehensible input in language acquisition, while Vygotsky underscores the role of social interaction in the learning process[1]. Integrating these theories provides a nuanced framework for comprehending how learners internalize language structures and engage in meaningful conversations. Understanding the roots

---

[1] Bachman, L. F., & Palmer, A. S. (1996). Language Testing in Practice: Designing and Developing Useful Language Tests. Oxford University Press. p 12.

of language acquisition is fundamental to comprehending how discursive competence is formed. This section delves into prominent theories such as Krashen's Input Hypothesis, Vygotsky's Sociocultural Theory, and more recent developments like the Interaction Hypothesis. By examining the theoretical underpinnings, educators can gain insights into how learners internalize language structures and progress toward effective oral communication.

The socio-cultural context in which language learning occurs significantly shapes discursive competence. Factors such as cultural norms, social expectations, and communicative styles impact how learners express themselves orally. Language is not isolated from its cultural context. This section explores the impact of socio-cultural influences on the development of discursive competence[2]. It delves into cultural norms, social expectations, and the significance of authentic cultural experiences in shaping learners' ability to communicate effectively in diverse contexts. This section explores how exposure to authentic cultural practices, interactions with native speakers, and immersion experiences contribute to the development of culturally sensitive and contextually appropriate communication skills. Effective classroom methodologies are instrumental in fostering foreign language discursive competence. Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) are widely recognized approaches that prioritize interactive and contextually relevant activities. This section evaluates the strengths and limitations of these methodologies, highlighting the importance of creating a communicative-rich environment that mirrors real-life language use.

In the digital age, technology plays a pivotal role in language education. Effective teaching methodologies are instrumental in fostering discursive competence. This section evaluates traditional and contemporary approaches, including Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Content and Language Integrated Learning (CLIL). It scrutinizes how these methodologies contribute to creating communicative-rich environments that mirror real-life language use[3]. This section explores how various technological tools, such as language learning apps, virtual reality simulations, and online language exchanges, contribute to the development of oral communication skills. It examines the potential benefits and challenges associated with integrating technology into language learning environments and discusses how educators can harness these tools to enhance discursive competence. Recognizing the diverse backgrounds, motivations, and learning styles of language learners is essential in understanding the formation of discursive competence.

This section delves into individual differences, such as age, cognitive abilities, and motivation, and their impact on oral communication skills. Additionally, it discusses the role of learner autonomy in empowering individuals to take control of their language-learning journey and develop effective communication strategies. Assessing discursive competence poses unique challenges, as it goes beyond traditional measures of language proficiency. This section explores innovative assessment methods, including performance-based assessments, portfolio evaluations, and self-assessment tools. It discusses the importance of incorporating authentic tasks that mirror real-life communicative situations and highlights the need for a holistic approach to evaluating oral communication skills. The role of educators in shaping discursive competence cannot be overstated[4]. This section emphasizes the importance of ongoing teacher professional development to stay abreast of evolving pedagogical approaches and incorporate the latest research findings into instructional practices. It explores effective strategies for enhancing teacher competencies in fostering oral communication skills and creating inclusive language learning environments.

The digital era has revolutionized language education. This section examines the integration of technology, encompassing language learning apps, virtual reality simulations, and online

---

[2] Dörnyei, Z. (2005). The Psychology of the Language Learner: Individual Differences in Second Language Acquisition. Routledge. p 55.

[3] Ellis, R. (2008). The Study of Second Language Acquisition. Oxford University Press. p 99.

[4] Johnson, K. E. (2009). Second Language Teacher Education: A Sociocultural Perspective. Routledge. p 258.

language exchanges. It explores the potential benefits and challenges associated with these tools, emphasizing how technology can enhance oral communication skills in language learners. Learners are diverse, and their differences significantly impact the development of discursive competence. This section delves into age-related factors, cognitive abilities, motivation, and learner autonomy[5]. Recognizing and addressing these differences is crucial for tailoring language learning experiences to meet the unique needs of individual learners.

Assessing oral communication skills requires innovative approaches. This section explores performance-based assessments, portfolio evaluations, and self-assessment tools, emphasizing the need for authentic tasks that reflect real-life communicative situations. A holistic assessment approach is crucial for accurately evaluating the multifaceted nature of discursive competence. Educators are at the forefront of shaping language learning experiences. This section underscores the importance of continuous teacher professional development. It explores strategies for enhancing teacher competencies in fostering oral communication skills, incorporating the latest research findings, and adapting to evolving pedagogical approaches.

Conclusion. In conclusion, the formation of foreign language discursive competence in oral communication is a multifaceted process influenced by theoretical foundations, socio-cultural factors, classroom methodologies, technology integration, individual differences, assessment practices, and teacher professional development. By understanding the interplay of these elements, educators and learners can optimize language learning environments to cultivate effective oral communication skills. This article serves as a comprehensive resource for those involved in language education, offering insights that can inform curriculum design, instructional practices, and assessment strategies.

Furthermore, the formation of foreign language discursive competence in oral communication is a complex process influenced by a myriad of factors. This article provides a comprehensive overview, spanning theoretical foundations, socio-cultural influences, classroom methodologies, technology integration, individual differences, assessment practices, and teacher professional development. By synthesizing these diverse elements, this research offers a nuanced understanding that can inform and guide stakeholders in optimizing language learning environments for the development of effective oral communication skills.

REFERENCES:

1. Bachman, L. F., & Palmer, A. S. (1996). Language Testing in Practice: Designing and Developing Useful Language Tests. Oxford University Press. p 12.

2. Dörnyei, Z. (2005). The Psychology of the Language Learner: Individual Differences in Second Language Acquisition. Routledge. p 55.

3. Ellis, R. (2008). The Study of Second Language Acquisition. Oxford University Press. p 99.

4. Johnson, K. E. (2009). Second Language Teacher Education: A Sociocultural Perspective. Routledge. p 258.

5. Krashen, S. (1985). The Input Hypothesis: Issues and Implications. Longman. p 32-41.

6. Long, M. H. (1985). Input and Second Language Acquisition Theory. In S. Gass & C. Madden (Eds.), Input in Second Language Acquisition (pp. 377–393). Newbury House. Pages 147-158.

7. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press. p 66-78.

8. Warschauer, M., & Meskill, C. (2000). Technology and Second Language Learning. Oxford University Press. p 88-97.

9. Willis, J., & Willis, D. (2007). Doing Task-Based Teaching. Oxford University Press. p 74-75.

---

[5] Krashen, S. (1985). The Input Hypothesis: Issues and Implications. Longman. p 32-41.