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## Forming Discursive Competence of Law Students

**Key words:** communication, competence, discourse, discourse competence, foreign language, communicative competence, ability, cohesion, coherence, logic, text interpretation.

**Annotation:** The article deals with the issue of formation discourse competence of law students and theoretical views on discourse competence. As it's known that, discourse competence is the ability of the student to understand and create logical and coherent speech statements, presented orally or in writing. Discourse is a complex concept. This is the unity of the process of language activity and its result, that is, the text. But the discourse is not just a text, but a text immersed in real life, that is, a "living" text. It is as a rule, is not reproduced, but is created in speech.

The process of learning a foreign language is also based on the concept of developmental learning and is aimed at developing the personality of the student. At the moment, the education reform is aimed at overcoming the conservatism of educational systems, at overcoming the gap between the level of training and the needs of society.

In methodology the term "competence" is used as characteristics of the achieved level of the language proficiency. This term was introduced by N. Chomsky (1) to define an ability to fulfill some activity. D. Hymes introduced the concept of communicative competence as the ability to use the language they are learning appropriately in a given social encounter (2). This idea was taken by M. Canale and M. Swain, who develop and elaborate a model of communicative competence (3). Then Van Ek applied it to FL acquisition and turned it into a fundamental concept in the development of communicative language teaching. In other words, with regard to FLT the term "competence" was developed in the frame of the researches done by the Council of Europe to ascertainment of the level of language proficiency. It was defined as ability for fulfillment some activity with the help of acquired knowledge, skills and experience. In the CEFR we can see models and domains of general and communicative competences the learner must acquire.

The aim of communicative methodology is to acquire the necessary sub-skills and skills to communicate in socially and culturally appropriate ways, that demands to focus on functions, role playing and real situations and other aspects in the learning process. That's why a communicative competence breaks down into major components of knowledge: 1) knowledge of the language and 2) knowledge of how to use the language. To be able to communicate, people need communicative skills. But for this purpose a learner must acquire language sub-skills (vocabulary, pronunciation, grammar) which can be appropriately used during representation of language (communicative) skills in listening, speaking, reading and writing (see Figure 1). H.G. Widdowson states that "Someone knowing a language knows more than how to understand, speak, read and write sentences. He also knows how sentences are used to

communicative effect” and “the learning of a language involves acquiring the ability to compose correct sentences” (4).

In the scientific literature on methodology various models of communicative competence (5) have been presented. But in the current interpretation the communicative competence includes linguistic, sociolinguistic, discourse, strategic, socio-cultural, and social competences (6).

Among them *discourse competence* is the ability to use appropriate strategies in the construction and interpretation of texts. It refers to selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message. This is where the top-down communicative intent and socio-cultural knowledge intersect with the lexical and grammatical resources to express messages and attitudes and to create coherent texts.

The term “discourse” is long and serious speech or piece of writing on a particular subject, also written or spoken language, especially when it is studied in order to understand how people use language (7). Pay attention to this point again “*written or spoken language, especially when it is studied in order to understand how people use language*” this point means how it’s important to develop discourse competence of law students’, as they are future lawyers and as it is connected with the text interpretation and logic. Discursive competence is studied by many researchers, such as M. Swain, M. Canale, S. Moirand, N. P. Golovina, I. F. Ukhvanova-Shmygova, L. P. Kaplich, and O. I. Kucherenko, quite widely.

Discursive competence is not only the creation of complete and coherent texts, but also knowledge of different types of discourse and their construction rules, the ability to interpret them in accordance with the communicative situation and produce these discourses taking into account the extra-linguistic features of the communication situation, the roles of the communication participants and the ways of communication of communicants within a single procession (8).

According to E.V. Schumann (9) discursive competence is a student's ability to understand and create logical and coherent speech statements presented orally or in writing. Students with a sufficiently developed level of discursive competence know how the pragmatic, grammatical, lexical and phonological correctness of speech affects the result of a communicative action; they are aware of the possibilities of learning a language through its direct use and how compensatory strategies can help them cope with texts containing unfamiliar elements. By direct contact with the speakers of the foreign language being studied, such students are able to enter into communicative interaction using the resources and strategies at their disposal.

The development of discursive competence is of particular importance in the modern process of learning a foreign language, which is characterized by a transition to the personal paradigm as a higher degree of integrity in the design of educational processes.

In connection with the above, the following skills can be formed in the composition of discursive competence:

- the ability to use the lexical resources of a foreign language to create text and use them to interpret the text;

- the ability to predict the course of the communicative situation and the communicative relevance of the means of speech in accordance with the style of the text;
- the ability to describe and explain the facts using a foreign language;
- the ability to logically build statements in a foreign language;
- the ability to build communicative behavior in accordance with the main theme of communication;
- the ability to build their speech and nonverbal behavior adequately to the sociocultural specificity of the country of the language being studied;
- the ability to identify the topic and problem in the text;
- the ability to analyze oral and written text from the point of view of the presence in it of clear and hidden, primary and secondary information;
- the ability to plan text in a foreign language;
- the ability to identify the motives and goals of communication in a foreign language;
- the ability to control the communicative situation;
- the ability to express their own speech intentions, their opinions, feelings; be guided by their own initiative in the choice of subject-semantic content and language material;

Also in the following table we can see what we can gain and create by forming discourse competence of students:

**Table 1**

<b>Communicative Competence</b>	<b>Tasks</b>	<b>Topics</b>	<b>Results</b>
<b>Discourse Competence</b>	Combining grammatical forms and meanings to achieve texts in different genres in the form of different text types.	Texts in Different Genres: - Procedures, - Descriptions, - Reports, - News Items, - Narratives, - Recounts, - Spoofs, - Discussions, - Expositions, - Argumentative, - Reports, - Letters, - Announcements, etc.	The students are able to create texts in different genres: procedures, descriptions, reports, news items, narratives, recounts, spoofs, discussions, expositions, argumentative, reports, letters, etc.

Based on these it may be noted that the discursive aspect of communicative competence means quality using language skills in speech activity, correctness and accuracy in speaking and writing in a foreign language, logic and the information richness of expression, which also means respect for and understanding of another culture. Educational opportunities for the development of discursive competence in forming students' professional skills is determined by its universal character of discursive skills are applicable to all fields of human activity.

Discourse competence is an important element in the overall educational competence, which is the unity of theoretical and practical preparedness and students' ability to implement educational activities, enthusiasm and ability to learn throughout life.

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