DEVELOPMENT OF FOREIGN LANGUAGE DISCOURSE COMPETENCE OF STUDENTS IN UNIVERSITY EDUCATION

INTRODUCTION
The globalization processes taking place in the political, social and economic spheres, as well as the expansion of international cooperation and the development of the world economy have led to the urgency of the problem of competitive and quality training of international level (SIM, POP, 2014; JONES, 1999). Every year, future graduates of higher education institutions face more and more demanding criteria for assessing knowledge, skills and professional skills. The main goal of higher education institutions is to promote the formation of comprehensively erudite professionals, as there is a growing need to prepare students for intercultural foreign language communication in real life.

A competent specialist has not only professional knowledge, but also properly formed knowledge of a foreign language, which is a means of international communication. A qualified specialist in the field of tourism and translation must be able to conduct business negotiations with foreign partners in a foreign language; to conduct a professional interview, taking into account current trends in economic development; be able to discuss financial and economic issues; not be afraid to speak at symposia, business forums, international congresses conferences with reports on professional topics; independently choose the most effective cultural scenario, a model of discursive practice depending on the communicative situation of foreign language speech behavior.

Achieving the appropriate level of foreign language communication in the process of professional activity is the main problem of insufficient language practice of future professionals, due to the small number of classroom hours, insufficient number of speech exercises aimed at developing oral professional foreign language skills, which leads to insecure behavior and use of short phrases with a limited number of language constructions. It is impossible to form a sufficient level of competence in applicants for higher education without the motivation of students, a significant desire to become a professional. To create a productive and comfortable environment for higher education students, they must develop communicative competence, be able to lead discussions and have appropriate discursive practical skills, which are interpreted as the ability to structure and manage speech through style, logical organization and syntagmatics.

According to the author’s definition, Discursive competence is the ability to build holistic, coherent and logical statements (discourses) of different functional styles in oral and written speech based on the understanding of different types of texts when reading and listening. Discursive competence (PAN HUI, 2021) is a term used to denote the ability to understand and create utterances in a particular language. A number of researchers note that there are different variations of discursive competence, which can determine different forms of communication, different aspects of communicative actions. Research in this area can help measure how competent a person is and how they can communicate in certain situations and...
contexts. The concept of "discourse" is general and covers many different communication practices from dialogue to group conversation with many participants. The variety of abilities in discourse is also commonly defined as "textual competence". This is the actual level of how much a person can read and understand different texts. The better students can read, speak texts of different genres and directions, the better they are oriented in textual discourse.

AIMS
The purpose of the study is to analyze the effectiveness of the development of foreign language communicative competence of higher education students during the learning of 2 languages simultaneously by students, which provides:

- determining the stages of educational activities in the light of improving communicative competence.
- detection the nature of the difficulties that arose during the study of foreign languages simultaneously with the application of active involvement of the discourse approach.
- the dependence of the student's success on the degree of motivation, its evolution (before increase) during the experiment is also analyzed.

MATERIALS AND METHODS
The experiment was implemented during the 2020-2021 academic year for the students of several Ukrainian higher education institutions (Kamyanets-Podilsky National University named after Ivan Ogienko, National Law University named after Yaroslav Mudryi). To the experiment also were involved opportunities of the Ukrainian-Bulgarian Center for Cooperation and Partnership in Kharkiv (Ukraine), the club "Slavic Dimensions" (KhNUI named after V. Karazin), as well as used partnerships with European universities, NGOs, human rights organizations. For example, annual cooperation with the Alcide De Gasperi University of Euroregional Economy in Józefów and UNHCR Ukraine - United Nations High Commissioner for Refugees in Ukraine.

All participants in the experiment agreed to participate voluntarily. These are students of the 3d grade course students majoring in "Tourism" and "Slavic Philology" are students-slavists and students of tourism with compulsory study of English. They studied two foreign languages for 3 years, having a strong motivation: internship trips, internships and the opportunity to attend training seminars of European universities, NGOs, in particular. Two foreign languages (Polish/English or Bulgarian/English) were studied in parallel.

The method of interdisciplinary research is used in the complex use of operations of sociology (creating groups of students), pedagogy (organization and conduct of the educational process at the appropriate methodological level), descriptive method involved in the gradual fixation of experimental stages, the actual presentation of experimental conditions and results. The method of experiment is the main in the work: it stimulates the use of competency approaches when learning foreign languages; identifies features (advantages and difficulties of learning foreign languages); allows determining the effectiveness of the formation of discursive competence by qualitative and quantitative characteristics.

A qualitative experiment was used during the process of experiment. This involved the use of comparative operations, which determined the motivation, performance evaluation, difficulties and problematic aspects of learning several foreign languages in a discursive aspect. Comparative operations made it possible to see the dynamics at different stages of the experiment. The whole experiment was conducted in 3 stages and additional preliminary preparation and mandatory final analysis of the results. In order to study the ways of formation foreign discursive competence of applicants was conducted an experiment, which was divided into stages.

1. Study groups for the study of several foreign languages with the activation of discursive competence of applicants are planned.
2. Formed 4 groups of students (Slavic philologists and tourism) to study the language. 2 groups of students studied foreign languages with the involvement of methods of intensive activation of foreign language discursive competence, 2 others - followed last year’s materials and methods. All groups consisted of 20 students, 80% - female, 20% - male in each group.

3. The time of the experiment was determined for 1 academic year, in all groups training was conducted at the rate of 2 hours per week, 4 hours - independent work. 4 hours - exam semester.

4. Control was performed and the level of motivation was measured by conducting a questionnaire at the beginning of training, before modular control 1 (mid-semester) and at the end of the experiment (before modular control 2 (end of semester).

5. Based on the learning results, the result of the experiment was interpreted, the level of intensification of foreign language learning by students was determined.

LITERATURE REVIEW

A number of researchers (BRUIN et al., 2014; CZARNECKI, REES, 2014) considered problems and importance of application and development of foreign language discursive competence of students. The focus was on the problem of coherence: the ability to combine parts, to see their integrity and value in the course of translation (KARPUHYNA et al., 2019), the problem of genre and stylistic unification, dictated by the actualization of discursive practices, the problem of involvement in the study of discursive practices of different types of electronic means, devices (KOSTIKOVA et al., 2019; MASON, 2006), as well as the importance of the significance of a foreign language text in the eyes of the audience (KO et al., 2013). The combination, complexity in approaches to foreign language discursive practices that realizes the coherence of discourse through textual integrity, speech unity and expediency (NOON-URA, 2008). The formation of debatable competencies also depends on the level of awareness in cultural and linguistic scenarios that implements a foreign language environment (GOH, 2012). This problem must also be presented in the educational process.

The problem of attracting foreign language discursive competence was also considered in the linguistic aspect (HAPSARI, 2018). This is primarily the intensification of the study of foreign languages by bilingual students, polylingualism as a basis for the formation of discursive competence (VEERA, PIETILÄ, 2018; ARONIN, SINGLETON, 2018). Consistency and integrity are also considered as a property of discursive practice (RABABAH, 2020), a functional perspective proposal to introduce such tools as "given and new", "topic" and "comment", "topic" and rhyme" (PAN HUI, 2021; PATIL, 2008).

The problems of finding universal methods of applying discursive approaches to learning foreign languages remain unresolved, it is also worth considering the level and degree of readiness of students to use foreign language discursive competence in harmony with the formation of linguistic competences, in particular. In addition, foreign language discursive practices can be considered as macrostructural characteristics of the text (GILAKJANI, 2016) and metadiscourse features (KÖKTÜRK, 2012) as criteria for the integrity of the text in discourse.

RESULTS

In order to intensify the implementation of foreign language discursive competence in the process of learning foreign languages by students majoring in "Tourism" and "Slavic Philology" were organized into groups, created a curriculum with an elective course, students made a choice. 4 study groups consisted of 20 students each (Experimental group EG1 - 20 people - specialty "Tourism", EG 2 - 20 people - specialty "Slavic Philology"). In both EG 4 participants - male, 16 - female. Control group CG 1 - specialty "Tourism" and CG 2 specialty "Slavic Philology". Experimental groups use a number of educational materials and methods aimed at activating foreign language discursive competence when teaching foreign languages. At the preparatory stage, the training materials for the courses were formed in several stages, which
corresponded to the gradual movement of formation discursive competence of students while learning foreign languages.

- **Stage 1. Info-analytical** - acquaintance with the types of discourse and genres of the professional sphere of communication (scientific report, annotation, private letter, thesis, official letter, biography, etc.). This stage is aimed at systematic and comprehensive study of theoretical material, acquaintance with new concepts and the formation of skills to create and perceive a speech text in an extra linguistic context.

- **Stage 2. Practical and formative** - learning all the components of discursive competence, performing various exercises to master the language tools and structure inherent in the format of the discourse being studied. The focus is on the components of working with the text, the use of cultural and linguistic features and cultural communication scenarios.

- **Stage 3. Generalizing and developmental** - learning to navigate in terms of communication, to correlate the goal with the situation of communication, to choose the appropriate format of discourse and to implement it in conditions that mimic real communication.

Each stage is formed by a set of materials, a set of tasks, much of which is interactive and involves active dialogue, group translation work, group discussions, problem solving, in particular.

**Figure 1.** Educational stages of implementation of the algorithm for the formation of discursive competence (author’s development)

Source: Search data.

Prior to the start of the study, a preliminary survey of students who participated in the training experiment was conducted. To the question: “In your opinion, what are the main problems that hinder the development of practical communication skills in a foreign language? A. Uncertainty and confusion in the study of different levels of language; B. Lack of use of a foreign language in a private environment; C. Extensive workload in other disciplines; D. Impossibility to improve a foreign language additionally (non-formal education, internship, media environment, social networks”).

The students answered that such problems prevented them from mastering the foreign language curriculum.
1. **Confusion in the study of different levels of language** (pedagogical problem) - 52% of respondents.

2. **Lack of use of a foreign language in a private environment** (discursive problem) - 46% of respondents.

3. **Large study load from other disciplines** (educational problem) - 35%.

4. **Impossibility to improve a foreign language additionally** (socio-economic status) - 40%.

### Table 1. Difficulties faced by students in the group (Author’s work)

| Group number | Pedagogical problem | Discursive Problem | Educational problem | Socio-economic problems |
|--------------|---------------------|--------------------|---------------------|-------------------------|
| EG 1         | 52                  | 46                 | 35                  | 40                      |
| EG 2         | 65                  | 45                 | 33                  | 50                      |
| CG 1         | 50                  | 47                 | 34                  | 48                      |
| CG 2         | 48                  | 45                 | 34                  | 44                      |

**Source:** Search data.

Calculations show the percentage of respondents who answered yes to the questionnaire. We took the following formula for calculating interest.

\[
P = \frac{n}{N} \times 100\
\]

where

- \(n\) - the number of respondents who answered "yes",
- \(N\) - total number of respondents.

At the final stage of the experiment, students were offered another questionnaire, which consisted of 4 questions:

**What problems prevented you from mastering a foreign language, applying it in practice. Evaluate them in order from the biggest problem to the smallest (from 1 to 4 points).**

1. I am afraid to communicate, to publish translations and texts. I am confused all the time.
2. I do not have the opportunity to use a foreign language in practice
3. Large amounts of theory and the overall workload in the school.
4. Lack of additional positions of non-formal education, internships, exchange programs.

How many respondents gave the most points 1 point, 2 points, 3 points, 4 points. We have translated these figures into percentages (according to the formula shown above).

### Table 2. Assessment of difficulties before modular control 1 faced by participants of experimental groups (%) (Author’s work)

| Group number | Pedagogical problem | Discursive Problem | Educational problem | Socio-economic problems |
|--------------|---------------------|--------------------|---------------------|-------------------------|
| EG 1         | 46                  | 40                 | 40                  | 47                      |
| EG 2         | 52                  | 50                 | 38                  | 55                      |
| CG 1         | 52                  | 50                 | 37                  | 51                      |
| CG 2         | 50                  | 48                 | 36                  | 48                      |

**Source:** Search data.

As we can see in the experimental group, the negative aspects of the perception of the activation of foreign discursive practices decreased by 5% on average, in the control group, positive changes occurred by an average of 2%. The participants of the experiment were placed in a situation where preference should be given to active participation in the
implementation of speech as a discursive activity, the opportunity to implement foreign language discursive competencies, choose a cultural scenario that is more appropriate in a particular communicative situation.

During the implementation of the 2nd and 3rd stages of training in experimental groups, different levels of tasks were performed. These are works on parallel translation, its analysis, group work and native speakers. Possibilities of social networks, international language clubs were involved. Texts of literary classics were also offered, variants for translation were given, different situations of communication were analyzed, and features of text realization were discussed. Journalism, documentaries, textbooks and other forms of written communication (transcripts, recordings of discussions, technical materials) were also used for translations. The more such texts are considered, the better the respondents understand the analyzed textual discourse. For example, constant analysis of problematic situations in the tourism industry, consideration of texts of modern journalism. The experience of the influence of social networks on the effectiveness of learning foreign languages is also used. Posts from Twitter, Facebook, etc. are actively involved.

Particular attention was paid to the ability to build situational syntagmatic sequences, to respond correctly in cross-cultural communication, to actualize speech genres of behavioral scenarios. For example, dialogues in typical situations were considered and played in groups according to the model of cultural scenarios. For example, the topics “Travel Agency”, “Excursion”, “Travel”, “Hotel”, “Restaurant” or “Conference”. Cards with the initial words of the dialogue and the described cultural scenario were offered, and the participants had to continue the dialogue by forming groups.

During the teaching of discursive competence within the foreign language course, the authors sought to present the vocabulary and grammatical structure of one language, actualization of real communication, activation of relevant discursive practices, through the possibilities of language and speech, the general cultural knowledge and skills were acquired while learning foreign languages. Students actively used Internet resources that had a significant information base of free English, Bulgarian, Polish online podcasts (BBC Learning English project, BTV+, TVP Polonia, CNN World News, NOVA website, etc.), which helped to reproduce real discursive practices, conditions for improving listening and speaking skills. At the final stage, a final assessment of the difficulties encountered by the participants of the experiment was conducted.

Table 3. Estimation of difficulties before modular control faced by participants of experimental groups (%) (Author’s work)

| Group number | Pedagogical problem | Discursive Problem | Educational problem | Socio-economic problems |
|--------------|---------------------|--------------------|---------------------|------------------------|
| EG 1         | 42                  | 38                 | 29                  | 31                     |
| EG 2         | 45                  | 38                 | 23                  | 42                     |
| CG 1         | 45                  | 43                 | 30                  | 44                     |
| CG 2         | 40                  | 41                 | 30                  | 41                     |

Source: Search data.

Willingness to use one’s own foreign language communicative competence was shown by the experimental group (reduction of fears by 10% on average, and in control groups by 3%). At the final stage 3 of the experiment, after passing the educational and methodical practice in universities and specialized institutions of the European Union, an analysis of the results of successful practice, internships, employment plans of students who passed the experimental course, followed by foreign internships.
Participants of the program, who passed the experimental course, actively applied their knowledge within the framework of discursive practices, demonstrated readiness to master other linguistic models. The study of foreign languages as a set of discourses encourages the desire to continue learning languages, to work in the specialty. After studying in the experimental groups, 2 participants began to study Serbian, 1 - French.

DISCUSSION

Specialists in the field of education constantly discuss the advantages of introducing foreign language discursive competence of applicants (students) in university education in the process of learning foreign languages. These are first of all technological features of the educational environment, which should be created for formation of discursive competence (PAN HUI 2021; CAVUS, IBRAHIM, 2017). In fact, our research has shown that they are well prepared, technically literate and active curricula and universities can have better material and better formed courses for learning foreign languages, have a long-term internally strong technical, semantic and practical base.

The discussion about the need to apply all the possibilities of a discursive approach to the study of foreign languages, the actualization of metalinguistic possibilities (AHMAD, 2016; IVANOVA, et al., 2020) also found its answers in the study. The thesis about activation of discursive competence by means of complex means is confirmed, as it increases efficiency of mastering of foreign languages: vocabulary, possibilities to understand and interpret (listening), ability to produce own texts (oral speech, writing skills).

Positive results of teaching students foreign languages with the involvement of a strong socio-cultural base are also widely represented in the pedagogical literature (SYNORUB, MEDYNSKA, 2019). Organized studies of the effectiveness of updating foreign language discursive competence of applicants (students) in university education demonstrated the need for an integrated approach, in which the participants of the experiment constantly found themselves in various discursive practices in the space of a foreign language, culture, and certain models of existence of society. This is a useful and effective experience of intensifying discursive competencies, which includes specially developed methods and teaching materials that build on existing student opportunities.

In the future, there are studies of the peculiarities of metalinguistic perception of the world in the context of cross-cultural discursive practices, further search for effective methods of activating foreign language discursive competence in the study of languages and cultures should continue.

CONCLUSION

Based on the experiment, it was found that the intensification of foreign language discursive competence of applicants contributes to the study and better learning of foreign languages, the activation of speech activity, and text-making skills of different levels. It also contributes to a more active implementation of knowledge of a foreign language in its practical application of various types of discursive practices. The educational aspect of the training was important because the introduced course became useful for all participants, regardless of their social, age, communication abilities and profession.

In assessing the prospects for learning and the difficulties faced by the participants of the experimental and control groups in learning a foreign language and putting into practice their capabilities, they reduced their fear by 10% on average after completing the course. Thus, they increased the assessment of their capabilities, made more successful employment and participation in international projects. Active use of foreign language discursive competence,
realization of their knowledge in practice demonstrated readiness to master other linguistic models. The study of foreign languages as a set of discourses encourages the desire to continue learning languages, to work in the specialty. The practical application of such courses is available, possible and desirable for the students.

Consideration of the study remains open foreign languages for polylingual societies, where discursive practices are quite complex and multi-layered; it is worth focusing on the study of methods that facilitate the implementation of language competencies. It is also worth working on techniques that help encourage students to choose a language they speak worse in order to improve communication skills and implement discursive competence.

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Development of foreign language discourse competence of students in university education

Desenvolvimento da competência discursiva de língua estrangeira dos alunos na educação universitária

Desarrollo de la competencia discursiva en lenguas extranjeras de los estudiantes de educación universitaria

Resumo
O objetivo do estudo é estabelecer indicadores passo a passo de intensificação da proficiência em línguas estrangeiras no processo de aprendizagem, a possibilidade de desenvolver competência discursiva da língua estrangeira em alunos do ensino superior, promovendo suas habilidades de fala e escrita. Métodos. O estudo baseia-se em uma abordagem integrada. Este artigo utiliza uma série de métodos de síntese e análise. O método de experimento, que é o básico no trabalho, também é apresentado. A avaliação da eficácia do experimento foi realizada com o envolvimento de um questionário, realizado em etapas. A hipótese é que a competência discursiva bem desenvolvida promove uma melhor compreensão dos textos orais e escritos não apenas localmente, mas também globalmente, além de criar um discurso mais universal e abrangente para melhorar as habilidades de fala e escrita. No futuro, os cientistas precisam focar não na competência linguística real, vocabulário e sistemas gramaticais, mas também explorar a relação de complexidade na implementação de práticas discursivas da língua estrangeira, formas de desenvolver a competência discursiva dos alunos na leitura e na fala.

Palavras-chave: Língua estrangeira. Competência discursiva. Educação universitária.

Abstract
The purpose of the study is to establish step-by-step indicators of intensification of foreign language proficiency in the learning process, the possibility of developing foreign language discursive competence in higher school students by promoting their speech and writing skills. Methods. The study is based on an integrated approach. This article uses a number of methods of synthesis and analysis. The method of experiment, which is the basic in work, is also presented. The evaluation of the effectiveness of the experiment was carried out with the involvement of a questionnaire, which was conducted in stages. The hypothesis is that well-developed discursive competence promotes a better understanding of oral and written texts not only locally but also globally, in addition to creating a more universal and comprehensive discourse to improve speaking and writing skills. In the future, scientists need to focus not on the actual linguistic competence, vocabulary and grammar systems, but also to explore the relationship of complexity in the implementation of foreign language discursive practices, ways to develop students’ discursive competence in reading and speaking.

Keywords: Foreign language. Discursive competence. University education.

Resumen
El objetivo del estudio es establecer indicadores paso a paso de la intensificación del dominio del idioma extranjero en el proceso de aprendizaje, la posibilidad de desarrollar competencias discursivas de lengua extranjera en los estudiantes de secundaria promoviendo sus habilidades de habla y escritura. La evaluación de la eficacia del experimento se llevó a cabo con la participación de un cuestionario, que se llevó a cabo por etapas. La hipótesis es que la competencia discursiva bien desarrollada promueve una mejor comprensión de los textos orales y escritos no sólo a nivel local sino también global, además de crear un discurso más universal y completo para mejorar las habilidades de hablar y escribir. En el futuro, los científicos deben centrarse no en la competencia lingüística real, el vocabulario y los sistemas gramaticales, sino también explorar la relación de complejidad en la implementación de prácticas discursivas de lengua extranjera, formas de desarrollar la competencia discursiva de los estudiantes en lectura y habla.

Palabras-clave: Lengua extranjera. Competencia discursiva. Educación universitaria.