MODEL FOR FORMING DISCURSIVE COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

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Abstract. *This article analyzes the scientific-theoretical foundations and practical mechanisms for forming discursive competence in future foreign language teachers, considering the new demands on their professional training in the context of globalization.*

Keywords: *discursive competence, cognitive-pragmatic approach, foreign language teachers, formation model, speech strategies, didactic conditions, communicative competence.*

The examination of the theoretical foundations of the cognitive-pragmatic approach, the necessity of enhancing the role of discursive competence formation in the process of professional training in higher education, and the significance of developing practical lessons aimed at the comprehensive formation of all structural components of discursive competence in future foreign language teachers, is focused on constructing and substantiating a competitive model for shaping the content and structure of a future educator's discursive competencies. The developed model must take into account the specifics of the process of forming discursive competence in future foreign language teachers within professional language education, the outlines of the educational environment, speech characteristics, and the specific nature of professional activity.

To model the process of forming discursive competence in future foreign language teachers, it is necessary to study the problem of defining and the role of "model" and "modeling" in pedagogical sciences. Currently, a model is defined as "an image of a future system" (Novikov A.M.). It is "a mentally expressed or materially realized system, capable of reflecting or reproducing the object of study, by changing it, the study of which allows us to obtain new information about this object" (Shaternik M.G.). According to N.N. Moiseev, the significance of a model lies in the fact that it "...contains potential knowledge that a person can grasp, perceive, and use in their practical, life needs by studying it."

Modeling is viewed not only as a research method but also as a teaching method, a means of studying, forecasting, and implementing changes in pedagogy

(Zemlyanskaya E.N.). For researchers, a model is not a simplified schematic description of an activity or phenomenon, but a new object of study designed for storing and reproducing information about the research object, for its study and practical design, control, transformation, and management.

The following types of models are considered for forming the discursive competence of future foreign language teachers:

1) **A pedagogical model** is a model for organizing pedagogical activity, in which the outcome and meaning are defined, and the specific characteristics of the conditions are also presented (Mikheev I.V.). Pedagogical models constitute a set of systematized, interrelated elements that reflect or simulate specific properties of the entire pedagogical object or system under study. The developed model is dedicated to modeling the professional training of future foreign language teachers, which allows us to classify it as a model of the learning process, as the process of organizing conditions and achieving learning outcomes is described taking into account theoretical and didactic foundations.

A model of the learning process serves as a theoretical and methodological basis for practical pedagogical research, which "... in the language of didactic categories and in its general and various particular manifestations, provides an understanding of the level of development of learning theory";

2) **An information model:** by type of information presentation — verbal-graphic; the model is presented as textual information, structured into blocks with the use of graphic elements. This method of visually displaying the characteristics of the process under study allows for the clear, concise, and understandable written presentation of the structure and content of the modeled educational process;

3) **A structural-content model:** in terms of the aspect being modeled, structural-content models are aimed at the detailed study, elucidation, and description of interrelationships within a structure; such a model allows for the identification of a structural component of the process under study and the investigation of the internal structure of the object under study in relation to its elements.

Thus, a pedagogical model is a structural-content model, presented in a verbal-graphic format. It includes a unique algorithm for organizing the educational process, aimed at studying the input data and conditions of the educational environment, establishing a set of pedagogical conditions, conducting experimental teaching, and achieving educational outcomes. This model must meet the following characteristics: organizational and conceptual integrity, clarity, predictability, scientific validity, complexity, consistency, and completeness.

Modeling reveals the structure and content of the main components of the process of forming discursive competence in future foreign language teachers, which allows for comparing the results of diagnostic and control tests as a final outcome. Despite the widespread adoption of a communicative-oriented approach in professional language education, an analysis of sources and our own teaching practice indicates that future foreign language teachers do not possess a sufficient level of discursive competence, which determines their ability and readiness for professional communicative activity in an intercultural environment.

A generally accepted concept is viewed as a structure that includes targeted, content-based, procedural, and outcome assessment components. The following classifications of pedagogical activity model components also exist: objective, content, activity, and result (I.P. Podlasyi); goal-oriented, stimulating-motivational, content-related, operational-effective, control-regulatory, evaluative-resultative (Yu.K. Babansky); gnostic, design, constructive, communicative, organizational (N.V. Kuzmina); constructive, organizational, research (A.I. Shcherbakov). Any structure of the main components of pedagogical activity should encompass all its aspects: planning, organization, implementation, and analysis of results.

The conceptual block is dedicated to describing the ideological content of forming discursive competence in future foreign language teachers.It includes the philosophical and theoretical foundations of the necessity of developing discursive competence in the context of their professional training. In this block, it is important to define goals and objectives related to the needs of the state, society, and the individual, to highlight pedagogical approaches and principles, and to present the theoretical underpinnings.

The content block describes the professional significance of forming discursive competence in future foreign language teachers. It reveals the structure of the competence being formed and the outlines of the educational environment. This block of the model, developed above, includes the stages, methods, and teaching techniques of the experimental work.

Thus, the developed model for forming discursive competence in future foreign language teachers, based on a cognitive-pragmatic approach, is structured taking into account the conceptual content. Considering aspects such as discursive competence and its structural components, the dual nature of speech, the outlines of the educational environment, future professional tasks, and the characteristics and principles of the pedagogical approach, the predicted outcomes of the model are to substantiate its effectiveness, confirm the successful application of the cognitive-pragmatic approach, and enhance the level of formation of the targeted competence.

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