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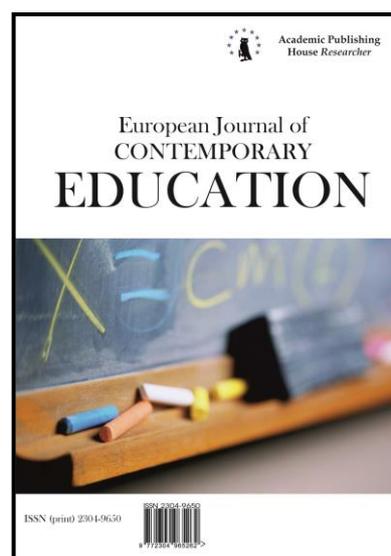
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Formation of the Foreign Language Discursive Competence of Pedagogical Faculties Students in the Process of Intercultural Dialogue

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Abstract

The article presents the main ideas of concept of foreign language discursive competence formation among university and secondary school students by means of intercultural dialogue. The concept includes fundamental principles, activity stages of educational process, and criteria of foreign language discursive competence formation. Innovation of the research is in interdisciplinary approach to solving the problem of foreign language discursive competence formation. It combines principles, methods and diagnostic techniques used in Pedagogy, Methodology of teaching foreign languages and Linguistics. Integrated solution allowed to create the optimal mode of experimental activities and to get innovative experience of the results of empirical research. The author notes that intercultural dialogue is a means of formation of foreign language discursive competence, and the system factor is a special course «Discourse as the way of communication and understanding of the world». The originally developed special course includes studying the theory of discourse, and practical tasks for mastering various types of discourse and communication strategies. It is emphasized that the formation of foreign language discursive competence involves not only organization of intercultural dialogue between students and their foreign-language peers on the Internet, but also various interactive methods of foreign language teaching techniques. The results of research proved the effectiveness of the suggested concept of foreign language discursive competence formation. The reliability of the results is confirmed by calculations based on the χ^2 criterion (Pearson criterion). The paper proves that the proposed concept seems promising as it is significant for professional training of future teachers in modern conditions of education modernization and Russia's entry into the world educational space.

Keywords: discourse, foreign language discursive competence, intercultural dialogue, concept.

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1. Introduction

The integration processes in the world set a new goal to the Russian system of the higher education: to educate the generation having global thinking. Such way of thinking is characterized by the human ability to consider oneself not only as the representative of national culture, the citizen of the country, but also the citizen of the world perceiving oneself as the subject of dialogue of cultures and global universal processes. An individual is intended to live together with others in the context of globalization, multiculturalism, in agreement with other cultures, life types, nations, ethnicities, confessions. In this regard, it is necessary to speak about the escalating importance of formation of ability to intercultural communication, i.e. the acquisition of the required communicative competence level. Besides, it is impossible to consider the intercultural dialogue without the formation of a certain set of competences promoting not only to understand foreign speech, but also assuming possession of the whole complex of communicative behavior. One of the components of communicative competence is a discursive competence, the importance of which is noted in the Council of Europe document «Common European Framework of Reference for Languages» (Common European, 1997). As a result of the analysis of the different approaches to its definition, we mean discursive competence as a set of knowledge, skills and experience of creating and understanding utterances in communicative situations. The demand for intercultural communication has led to the need to form the foreign language discursive competence of pedagogical faculties students which involves not only obtaining linguistic knowledge, but also activity experience, willingness and ability for intercultural dialogue.

In connection with the aforementioned tasks the problem of teacher's personality formation designed to educate the younger generation in the spirit of peace and tolerance is increased. The aim of pedagogical education is not just training a subject teacher, but also development of future teacher's personality, capable for constructive dialogue, knowing how to understand and accept the different cultural attitudes and values, and possessing the skills of intercultural dialogue as a means of interaction in modern multicultural societies.

However, the problem of discursive competence formation in the professional training of pedagogical specialties students remains insufficiently developed. This is due to the fact that in the theory and methodology of professional education the concepts «discourse» and «discursive competence» are relatively new and are not widely used in practice of training specialists, who should build and expand their professional knowledge, using the languages of the world community. Thus, the problem field of discursive competence formation in the theory and methodology of higher education is not studied enough.

Both foreign and domestic scientists applied to the problem of discursive competence formation: N.V. Elukhina, O.I. Kucherenko, G.Cook, L.Chouliaraki, A. Hatch, S. Moirand, etc.

N.V. Elukhina studied the issues of formation of discursive competence among secondary school students (Elukhina, 2002). N.M. Vlasenko considered the problem of formation of discursive social competence among intercultural communication specialists (Vlasenko, 2004). O.I. Kucherenko researched the issues of formation of discursive competence in oral communication on the example of the French language (Kucherenko, 2005). S.N. Musulbes developed the method of teaching argues discourse in written communication in language high school at the advanced stage on the example of the English language (Musul'bes, 2005). All completed scientific studies were carried out by means of a complex of exercises developed by the authors. Thus, the aim of our study was to develop the concept of the discursive competence formation of pedagogical faculties students and test it in the process of intercultural dialogue.

2. Materials and Methods

Theoretical and methodological basis of the research were: methodological bases of professional work of the teacher in the context of the hermeneutic approach: (L.A. Belyaeva, A.F. Zakirova (Zakirova, 2001), N.B. Krylova, L.M. Luzina, I.I. Sulima (Sulima, 1996) et al.); theory of discourse (van Dijk T. (van Dijk, 1997), N.D. Arutyunova, V.P. Borbotko, V.Z. Demyankov, M.V. Iorgensen, Dzh. Linch, M.L. Makarov, M. Peshe, P. Serio, M. Fuko, L. Fillips, N. Ferklo, Yu. Khabermas, Z. Kharris); dialogue research in education (E.V. Bondarevskaya (Bondarevskaya, 2000), E.O. Galitskikh, V.V. Gorshkova, A.G. Zdravomyslov, M.S. Kagan, M.V. Klarin, S.V. Kulnevich, I.A. Kolesnikova, L.M. Luzina, et al.); scientific works on discursive competence of Russian and foreign scientists (N.M. Vlasenko, N.V. Elukhina, O.I. Kucherenko, S.N. Musulbes,

M. Canale, G. Cook (Cook, 2004), L. Chouliaraki, J. Potter (Potter, 1997), A. Hatch); researchs in the field intercultural learning theory (N.D. Galskova, E.V. Miloserdova, L.I. Petrova, V.V. Safonova (Safonova, 1996), P.V. Sysoev, S.G. Ter-Minasova (Ter-Minasova, 2000) et al.).

The study used the methods of theoretical research (analysis of philosophical, psychology and pedagogical, methodical literature; generalization, systematization, classification, analogy, synthesis, simulation, design); methods of empirical research (pedagogical observation, conversation, questionnaire, teaching experiment); mathematical statistics methods of experimental of data processing; test to identify value-sense orientation of students when studying a foreign language, diagnostic technique of rigidity and communicative purpose by V.V. Boyko, test to determine the communicative readiness of students to intercultural dialogue by E.G. Vrublevskaya, test for objectivity in the situations of intercultural communication, method of determining the empathic abilities by V.V. Boyko, test for evaluation of ability to self-development by G. P. Zvenigorodskaya.

Pedagogical experimental took place from 2005 to 2008. Students of Kirov Pedagogical College, Sovetsk Industrial-Pedagogical College and students of the Linguistic Faculty of the Vyatka State University of Humanities took part in the experiment. In total, 150 students were studied in experimental groups.

The results of research and methodological problems of general theoretical discourse, problems of methodology and methods of research of communicative competence, potential of hermeneutical approach gave the chance to develop the concept of discursive competence formation of pedagogical faculties students by means of intercultural dialogue. The concept includes the system of the basic ideas, guiding principles, strategies to create a discursive competence, comprising the successive steps; criteria and indicators of foreign language discursive competence formation (Ponomarenko, 2008).

The guiding principles of the proposed concept are: the principle of professionally-oriented communicative interaction between a teacher and a student determines the speech activity of the subjects of the educational process; dialogic principle in the interaction of teachers and students; hermeneutical principle of the formation of discursive competence; the principle of interdisciplinary integration defines the relationship of all the disciplines of subject preparation.

On the basis of the foregoing principles we have identified three stages of formation of discursive competence of students of pedagogical specialties: motivational and preparatory stage, stage of cognitive activity and communicative stage.

The main idea of the motivational and preparatory stage is to prepare students for the realization that the mastery of vocabulary, grammar and phonetics of foreign language does not guarantee the completeness and fluency in the language, understanding the mentality of other nations, and hence, the language itself. In addition, the integrity and coherence of the statements, the ability to maintain the topic and dialogue are ignored. Therefore, there must be the realization that a certain competence is required, which will focus students' attention on skills, necessary for integration of all the above components in a single action, and on achieving adequate understanding of the speaker. We call the first stage motivational, because it creates the mood for dialogue, own interpretation of new knowledge, formation of their personal meanings. At the motivational stage during the educational process the interaction between teachers and students, whose activity is stimulated by the use of interactive technologies (technology of problem studying of the topic, technology of reading and writing for development of critical thinking), through the forming of inner dialogue of perception of new information. At this stage, a new course for students are presented, relations of the subject training disciplines and their possible potential for a new course are established.

In addition, at this stage the attention of students are focused on the communication at various levels: teacher-student, student-student, student-foreign-language partner. Thus, there is the awareness and the formation of the initial experience of intercultural dialogue, attitude of students for the ability to listen, to hear and to understand each other, that is, to reproduce the speech of the interlocutor in their inner speech. At this stage, the students' ability to be open in their discussions and taking into account the presence of different subjects and the possibility of a mismatch of perception and understanding are updated, capacity for dialogue on professional issues is formed.

Preliminary aspect of this stage is shown in the preparation and creation of methodical support of the course «Discourse as the way of communication and understanding of the world»; in bringing the administration of educational institutions to create the best conditions of the educational process for the formation of discursive competence of students, for the full participation of all parties of the educational process in intercultural dialogue.

The result of this stage is the awareness of students of initial experience of intercultural dialogue. On the basis of theoretical analysis and interpretation of experimental experience indicators of formation of students' motivation for participation in intercultural interaction are revealed. They are: openness to dialogue, valuable and meaningful attitude of students to communicate in a foreign language, the ability to change their attitudes, stereotypes, ways of thinking, points of view.

The stage of cognitive activity involves the formation of discursive competence of students directly in the activities of the course «Discourse as the way of communication and understanding of the world». This stage begins with the introduction of students to the theory of discourse, which includes the concept, nature and the structure of discourse, discourse and text, communication facilities for the production of discourse, Grice's cooperative principles, Layoff's rules of politeness, some issues of the speech act theory, forms of discourse, types of discourse and their distinctive features, strategies of polite communication, potentials of discourse as a dialogue, understanding in a dialogue, role of the Internet in discursive competence formation. It should be noted, that at this stage the emphasis should be done on three components: discourse formation, keeping the dialogue and adequate understanding (interpretation) of the discourse.

We call this stage cognitive, because at this point the conditions for the acquisition and accumulation of new knowledge by students are provided. In addition, the prospects of application of this knowledge in practice and in life are shown, existing linguistic knowledge and skills are actualized, understanding is demonstrated as a process and as a result, mechanisms and patterns of understanding, interpretation of meaning are revealed. At this stage students have the opportunity to gain independence in a new discipline, formulate the problematic issues, which will be discussed in the classroom in the form of dialogue, open perspectives for further self-education, simulate possible communicative situations, predict the result of the application of new knowledge and skills. Formation of discursive competence is carried out in accordance with the programme of the special course «Discourse as the way of communication and understanding of the world». We call this stage active, because students are able to go from theory to practice. Once students pass the theoretical part of the special course, they begin to study practical methods of communication strategy combined with the use of this knowledge in practice. The teacher created the conditions for the Internet conversation between the Russian-speaking students and the students from Switzerland (Schaffhausen), i.e. conditions for dialogue between students belonging to different cultures, nations and ways of thinking were created.

For the implementation of the stage of cognitive activity it is necessary to pass the following steps: to diagnose the formation of discursive competence of students, to master the technique of teaching discourse, to reveal the mechanisms of understanding, interpretation and meaning formation, to integrate the existing linguistic knowledge and skills of students with new ones obtained during the special course and to organize intercultural dialogue through the Internet between the Russian-speaking students and the foreign students.

The result of this stage is the knowledge appropriation by students of the content of the special course «Discourse as the way of communication and understanding of the world». This result is shown in the ability of students to integrate the knowledge of discourse and initial intercultural experience, and to build holistic and coherent statements.

The communicative stage of implementation of formation strategy of discursive competence took place during the fifth year of training students by optional disciplines and electives. At this stage conditions were created for students to master various forms and types of discourse. They are: a dialogue with different communicative goals (exchange of information, assessment, description, persuasion, request for information), a letter of inquiry, a letter of explanation, a review of the read book; a polite refusal, a request, etc. At the same stage classes in the form of role-playing games, discussions, debate on cultural characteristics of the country of their foreign partners were offered to students. Classes were conducted as an exchange of opinions, points of view of the participants, clarification of the unclear points in other positions, confirmation or

refutation of their views. These dialogues form the necessary professional skills of the teacher: the ability to formulate their thoughts clearly and precisely in a foreign language, ability to perceive and interpret the point of view of another person adequately, ability to adjust their thoughts depending on the situation and choose the appropriate language tools, ability to understand their way of finding truth.

At this stage of the formation of discursive competence we used culturological and pedagogical texts to stimulate the meaning formation during pedagogical knowledge acquisition of future teachers, emotional and figurative material of art and literature, reflection on their own life experiences. Interpreting pedagogical texts, we used the hermeneutical methods of dialogic reflective understanding of texts offered by A.F. Zakirova (Zakirova, 2001): translation of scientific text in the living language of the pedagogical process, pedagogical text commenting, dialogue-debating with the author of the text (support and refutation of the main ideas), interpretation of the pedagogical text from the position of the various subjects of the pedagogical process, search for universal common cultural meanings of the text, compilation of terminological and metaphorical structure of pedagogical texts of different genres and styles.

For the implementation of the communicative phase, it is necessary go through the following steps: to diagnose formation of discursive competence of students and analyze the results, to organize discussion and dialogue sessions on intercultural communication issues and cultural features of discourse, to master the teaching methods of different types of discourse.

The analysis of research papers, psychological and pedagogical literature (Elukhina, 2002; Vlasenko, 2004 et al.) have revealed that currently there is no generally accepted method of discursive competence diagnosing. In this connection, the students' proficiency in discursive competence was measured by a variety of techniques, adjusted in accordance with the objectives of our study.

Table 1. Criteria and indicators of discursive competence formation of the students in the process of intercultural dialogue

Criteria	Indicators	Techniques
Motivation to communicate in a dialogue mode	<ul style="list-style-type: none"> - openness to communication - valuable and meaningful attitude of students to communicate in a foreign language - ability to change their attitudes, stereotypes, ways of thinking, point of view 	<ul style="list-style-type: none"> - involved observation - method of determining the rigidity level - test for the identification of valuable and meaningful orientation to language studying - creation of problematic situations - V.F. Ryakhovsky test to detect the sociability level
The ability to demonstrate the discursive competence in created conditions	<ul style="list-style-type: none"> - content appropriation of the course «Discourse as the way of communication and understanding of the world» - ability to integrate discourse knowledge and the initial intercultural experience - ability to create a complete and coherent statements 	<ul style="list-style-type: none"> - dialog - role-playing game - discussion - methods of diagnosis for empathic abilities by V.V. Boyko - hermeneutical methods of dialogic reflexive understanding of texts by A.F. Zakirova - reflexive evaluation methodology
Readiness to use the discursive competence in intercultural dialogue	<ul style="list-style-type: none"> - ability to use the acquired knowledge and experience in new environment - ability to adapt to the dialogue situation - ability to conduct intercultural dialogue 	<ul style="list-style-type: none"> - methods of communication mood by V.V. Boyko - dialogue with a particular communicative task - role-playing game - objectivity test in situations of intercultural communication

	- ability to create well-structured statements, using a variety of discourse strategies	- adapted methodology of communicative readiness for intercultural dialogue by E.G. Vrublevskaya - discussion - creation of training projects
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Let us dwell on descriptors of mastering discourse competence. Composing this description, we guided by the document of the Department of the Council of Europe language policy «Common European Framework of Reference for Languages: Learning, teaching, assessment» (Common European, 1997).

Table 2. Descriptors of foreign language discursive competence

Levels	Motivation to communication in a dialogue mode
Low	A person has a small number of positive motives to communicate; does not realize the importance of communication for their professional activity; the high level of rigidity; is interested in studying a foreign language, but only in «pure» knowledge beyond the person.
Average	Awareness of the importance of communication for their profession, inter-cultural dialogue; is inherent in the pursuit of another person as the carrier of certain values, to search for meaning, but these students do not always determine the role of foreign language in the development of themselves as individuals; the average level of rigidity.
High	Mobile and open views; studying a foreign language is important in terms of moral self-expression, self-analysis and self-assessment; focus on the integration of their activities with activities of other people; awareness of the need in foreign language for intercultural dialogue.

Levels	The ability to demonstrate the discursive competence in created conditions
Low	Knowledge of the simplest ways to start, maintain and finish a short conversation; can give a description of something as a simple sequence of sentences, using for their connections the most occurring conjunctions and connective words.
Average	Ability to express their thoughts, freely using a wide range of language tools; can switch to a different register of communication; knows how to attract attention and to engage in dialogue; knows how to build a logical expression, using a specific set of communication tools.
High	Ability to identify the hidden meaning of the statements and in accordance with this to create a coherent sentence; understands and applies principles of polite communication in a dialogue of P. Grice and R. Lakoff.

Levels	Readiness to use the discursive competence in intercultural dialogue.
Low	Manifestation of some components of negative communication purpose (disguised and open violence, negativism, grumbling); low level of general communicative tolerance; insufficient level of communicative readiness for intercultural dialogue.
Average	Manifestation of some individual components of negative communicative purpose, average level of general communicative tolerance; sufficient level of communicative readiness for intercultural dialogue.
High	Manifestation of positive communication purpose, high level of general communicative tolerance; sufficient level of communicative readiness for intercultural dialogue; able to create a complex, well-structured statement, freely using language tools, a variety of text patterns, strategies of polite communication and a wide range of conjunctive tools.

Thus, we have proposed the concept of discursive competence formation of students of pedagogical specialties, which is a consistent holistic process, providing a modern level of communicative culture of the future teachers.

3. Results

Effectiveness in conducting experimental research was determined by the quantitative and qualitative parameters, which made it possible to follow a positive trend on the formation criteria of discursive competence. The reliability of the results is confirmed by calculations based on χ^2 criterion (Pearson criterion) and statistically significant at the level of $p \leq 0,05$.

Calculation criteria χ^2 :

$$\chi^2 = \sum \frac{(f_{\text{э}j} - f_{mj})^2}{f_{mj}}$$

where $f_{\text{э}j}$ – empirical frequency, f_{mj} – theoretical frequency, j – serial number level.

In the special tables we determined the critical value $\chi^2_{\text{crit}}=5,99$ (at $p = 0,05$) (Sidorenko, 2000). Since $\chi^2_{\text{emp}} > \chi^2_{\text{crit}}$ ($12,835 > 5,991$), the distribution of students by the level of motivation to communicate in a dialogue mode before the experiment and after it differs really from each other.

In a similar way we determined the differences in the levels to exercise discursive competence in the created conditions. We got $\chi^2_{\text{emp}} = 24,194$, which is more $\chi^2_{\text{crit}} = 5,991$ and indicates the presence of differences in the results of ascertaining and control experiments.

As for the readiness of students to use discursive competence in intercultural dialogue, we got $\chi^2_{\text{emp}} = 27,587$, which is more $\chi^2_{\text{crit}} = 5,991$ and indicates the presence of differences in the results of ascertaining and control experiments. Final results of the experiment are presented in the form of comparative tables.

Table 3. The initial and final levels of students' motivation to communicate in a dialogue mode

Levels	Low		Average		High	
	number of students	%	number of students	%	number of students	%
Initial	12	8	91	60,7	47	31,3
Final	0	0	94	62,7	56	37,3

Table 4. The initial and final levels of students' ability to demonstrate the discursive competence in created conditions

Levels	Low		Average		High	
	number of students	%	number of students	%	number of students	%
Initial	62	41,3	76	50,7	12	8
Final	30	20	83	55,3	37	24,7

Table 5. The initial and final levels of students' readiness to use the discursive competence in intercultural dialogue

Levels	Low		Average		High	
	number of students	%	number of students	%	number of students	%
Initial	68	45,3	73	48,7	9	6
Final	32	21,3	85	56,7	33	22

The tables reflect the results of the ascertaining and the control experiments. When analyzing the results of the initial and the final measurement of motivation levels to communicate in a dialogue mode, it revealed that the number of low-level students decreased from 8 % to 0 %; at the same time, the number of average-level students increased from 60.7 % to 62.7 %; and the number of high-level students increased from 31.3 % to 37.3 %. The measurement analysis of the ability to demonstrate the discursive competence in the created conditions has shown that the number of average-level students increased from 50,7 % to 55,3 %; at the same time, the number of low-level students decreased significantly from 41,3 % to 20 %; and the number of high-level students increased considerably from 8 % to 24,7 %. When analyzing the results of the initial and the final measurements of levels of readiness of students to the use discursive competence in intercultural dialogue, it turned out that the number of low-level students decreased from 45.3 % to 21.3 %; at the same time, the number of average-level students increased from 48.7 % to 56.7 %; and the number of high-level students increased from 6 % to 22 %.

The following are the results of the questionnaires.

Table 6. The results of the test on value-sense orientation of students when studying a foreign language

Levels of values acceptance	Low		Average		High	
	number of students	%	number of students	%	number of students	%
Initial	57	38	75	50	18	12
Final	49	32,7	79	52,6	22	14,7

Table 7. The results of the test on rigidity and communicative purpose by V.V. Boyko

Levels of rigidity	Low		Average		High	
	number of students	%	number of students	%	number of students	%
Initial	53	35,3	62	41,4	35	23,3
Final	61	40,7	60	40	29	19,3

Table 8. The results of the test on the communicative readiness of students to intercultural dialogue by E.G. Vrublevskaia

Levels of readiness	Low		Average		High	
	number of students	%	number of students	%	number of students	%
Initial	43	28,7	61	40,6	46	30,7
Final	21	14	57	38	72	48

Table 9. The results of the test on objectivity in the situations of intercultural communication

Levels of objectivity	Low		Average		High	
	number of students	%	number of students	%	number of students	%
Initial	27	18	55	36,7	68	45,3
Final	21	14	46	30,7	83	55,3

Table 10. The results of the test on the empathic abilities by V.V. Boyko

Levels of empathic abilities	Low		Average		High	
	number of students	%	number of students	%	number of students	%
Initial	19	12,7	60	40	71	47,3
Final	15	10	56	37,3	79	52,7

Table 11. The results of the test on evaluation of ability to self-development by G.P. Zvenigorodskaya

Levels of ability to self-development	Low		Average		High	
	number of students	%	number of students	%	number of students	%
Initial	31	20,7	77	51,3	42	28
Final	27	18	79	52,7	44	29,3

Analysis of the results proved that the concept of discursive competence formation of students of pedagogical specialties that we have developed is effective and efficient.

During the analytical and productive stage of the experiment a survey of 150 students from the experimental group was conducted. The questionnaire revealed the attitude of students to the course «Discourse as the way of communication and understanding of the world». The responses demonstrated that there were:

- more opportunities for communication between students and teachers (84 %);
- greater opportunities to develop the ability to work in a group (89 %);
- conditions provided for the implementation of the work and to obtain teacher's evaluation (79 %);
- conditions for the practical solidification of theoretical knowledge in one lesson (92 %);
- conditions for deeper study of the foreign language (96 %);
- opportunities to participate in role-playing games (69 %);
- more creative improvisational educational activity during the preparation for the role plays and discussions (82 %);

Speaking about the disadvantages of the course «Discourse as the way of communication and understanding of the world», students mentioned:

- the lack of textbooks and teaching aids, adapted to the educational process of students of pedagogical specialties (45 %);
- the inability to study a particular issue independently if being absent at the lesson (12 %).

Thus, the survey results indicate a growing interest of students to discourse as an academic discipline.

4. Discussion

In recent years the interest to the formation of foreign language discursive competence has grown considerably. For example, N.V. Alekhina developed the formation of value-discursive competence of the future linguists (Alekhina, 2014). As we can see, the issues of discursive competence were relevant mainly to the areas of training associated with linguistic profiles. But the analysis of the executed researches has shown that foreign language discursive competence is in demand among non-language profiles. Thus, O.V. Kharapudchenko and E.A. Krasilova developed the method of foreign language discursive competence formation of radio physical faculties students (Kharapudchenko, Krasilova, 2012).

Research methods of forming this competence in the line of different approaches and the examples of different training areas are carried out in papers of M.G. Evdokimova (2012),

I.I. Zhdan (2012), O.V. Kharapudchenko and E.A. Krasilova (2012), I.A. Evstigneeva (2013), N.V. Alekhina (2014), A.G. Gorbunov (2014), E.V. Dumina (2014). At the same time, the aforesaid studies do not apply to students of pedagogical areas, so the problem demands its examination and correction in the context of contemporary theory and methodology of professional education.

Implementation of the concept of discursive formation of foreign language competence in the university ensures the formation of the necessary level of discursive competence of the students which is expressed in the ability to create well-structured statements, to use polite communication strategies, to use a broad range of communication tools as well as to understand and interpret the statements in the process of intercultural dialogue.

At the same time our research opens up prospects for further study of this area in the following aspects: introduction of the concept developed by us in the training course of different profiles specialists; improving of teachers' language skills of all disciplines; formation of individual style of discursive activity of a future educator.

5. Conclusion

The results of the concept testing of formation of the foreign language discursive competence of students of pedagogical faculties in the process of intercultural dialogue demonstrated that the efficiency of formation of foreign language discursive competence is determined by including students in intercultural dialogue which is considered as means of forming the discursive competence among students.

Furthermore, the analysis of experimental research work and diagnostic results of the achieved levels of foreign language discursive competence of students has shown that educational process based on the conception that we have developed is promising, as it promotes quality students training of pedagogical specialties to real professional activity and meets modern requirements of the society.

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