FORMATION OF DISCOURSIVE COMPETENCE IN A2 LEVEL STUDENTS

Abdurasulova Nilufar

Teacher of Uzbekistan State World Languages University
Department of English Integrated Course N1, Tashkent, Uzbekistan

ABSTRACT

The instructive arrangement of the current day in Uzbekistan advances new and new difficulties: looking for novel methods of framing different capabilities of college understudies, with discursive competence ruling. In this paper, the writers make an endeavor to demonstrate that instructing understudies to compose with argumentation in A2 class can turn into the reason for the development of their discursive competence. Materials and instruments too as training procedures of shaping discursive competence in A2 class are explored. The main examination strategy carried out in this investigation is an analysis directed by the creators with the point in view to survey the level of discursive competence that understudies can reach in A2 class. Drawing on orderly writing and individual showing experience, the creators offer a real model of shaping discursive competence in A2 class. The discoveries of the exploration can fill in as broad suggestions for college personnel and can be utilized in A2 class.

Keywords: authentic model, discursive competence, discursive competence’s components, A2 class, writing with argumentation, techniques of giving and getting information.

Introduction. The presentation of new instructive norms in the advanced education arrangement of the Uzbekistan requests concocting new ways to deal with taking care of the issue of arrangement of normal social abilities of college understudies. In this investigation, the issue of development of discursive competence of understudies in A2 class was under center. Numerous specialists in training and language instructing express that the significant degree of development of digressive abilities assists understudies with defeating troubles of growing up and improves their relationship with the encompassing that adds to the harmonization of the singular associations with others. A couple of ways to deal with taking care of the issue of arrangement of discursive competence of understudies in A2 class have been grown however, among them the pragmatic execution of present day data and correspondence advancements that augments the compelling acknowledgment of such standards as individualization, separation and improves the perception of instructing materials to spur understudies to be free in the learning cycle. In this paper, the creators depicted a unique method of examining the issue and offered a credible model of framing discursive competence in A2 class. Instructing understudies to compose with argumentation in A2 class was respected to be a viable instructing method to accomplish the objective.[1]

The development of discursive competence through its dynamic execution into the circle of instruction while learning a foreign language will in general be critical. Allow us to consider the idea of discursive competence regarding English educating approach. Dijk claims that talk has an exceptional capacity, since it is just through language use, talk or on the other hand, correspondence (or other semiotic practices) an individual's thoughts can be unequivocally figured. Karasik allots the status-job and situational-informative talk qualities, counting correspondence conditions, the extent of correspondence, objectives, intentions, procedures of the

---

execution of informative demonstrations, sort and complex qualities. Furthermore, the language specialist recognizes status-arranged and understudy focused sorts of talks. The first decides the idea of correspondence in understanding with the extent of exercises; the subsequent's need is in regular demonstrations, ordinary correspondence and literature. According to Solovova, discursive competence is the capacity to arrange discourse; to show a significant degree of arrangement of intelligent abilities and consistence; to frame an expertise to make a persuading configuration regarding an individual articulation; to secure strategies of giving and getting data. Zimniaya characterizes "ability" as information based scholarly and individual experience of an individual. In her view, competence can't be considered as having come to utilize covered up potential. Ivanov, Mitrofanov and Sokolova imagine that a competence approach in instruction smooths out the cycles of getting and deciphering analytic outcomes and gives the abstract appraisal of understudies' abilities. Yevstigneyeva sees desultory capability as an assemblage of information, abilities and capacities which permit building and understanding talks as objects of reality in the circumstance of correspondence in the interaction of expert action. Auhadeeva considers a skill building approach in training to be a fundamental turn of events procedure of general and expert schooling in Russia. Informative competency of the instructor is dealt with by the scientist as "meta-competency" that develops both expert competency of the understudy and his individual informative culture. Fahrutdinov, Fahrutdinov and Konopatskaya advocate the perspective that social abilities empower understudies to situate themselves in the social space and to keep a discourse with the agents of different societies. At the current day, the interaction of arrangement of basic social abilities of understudies, discursive competence including, should associate with the new instructive guidelines that are presented in the advanced education framework in Uzbekistan and with the interaction of its combination in the world instructive space. The need of the ID of explicit states of arrangement of academic open competence was perceived by Abdrafiikova, Akhmadullina and Yarmakeev.

Accordingly, literature review showed that the job of framing discursive competence in A2 class has not been altogether examined; numerous teachers perceive the significance of its framing however. Composing is a method of communicating. Viable composition, notwithstanding, isn't only someone's expressed words put on paper. Recorded as a hard copy, one should give unique consideration to make his thoughts understood and persuading and know procedures and methods that he can use to create viable composition. Composing tasks require composing either a section, or a paper. Albeit such structures may vary in their length and substance, a section and an article are similar in two significant manners. In the first place, every one ought to have a thought. Second, their primary thoughts should be clarified or created by the author. Among the techniques for improvement most much of the time utilized by scholars are: narration, description / definition, examples, classification and division, comparison and contrast, cause and effect, argumentation and persuasion. The capacity to express a thought and to create it with the goal that it is obvious to a peruser is fundamental for all types of composing. Discursive competence components. Recommendation, genuine part explanations, its semantic steady, which can get in the setting its intelligent semantic status of truth or lie. Reference, relatedness communicated in a discourse to the objects of the real world. Explicature, unequivocally communicated in the judgment articulation, its significance and reason as per the open goal of the creator. Implicature, non-in a real sense communicated worth and significance of the expression, covered up setting, established by the creator. Involve importance can be enough decoded by the beneficiary with following a number of conditions. Presupposition, semantic segment of the talk, the reality of which doesn't
permit the assertion to be semantically unusual, strange in this specific circumstance. Importance, ends coming about because of the cooperation of the recently obtained information to those before. The segment gives the execution of the psychological capacity. [2]

In view of the investigation of the underlying model of discursive competence in the execution of the discovering test models and markers for the assessment of the development of desultory skill were distinguished. They included:

- intellectual segment – information on an foreign language expertly coordinated wording; information on phonetic, lexical, syntactic, and other language subsystems; information on socio-social furthermore, recorded highlights of the country the language is spoken;
- movement part – abilities' investigation, blend, systematization, arrangement of data information, controlling data streams; abilities of making reasonable and grammatically right own speeches, dialogical talk of an foreign language;
- open segment – capacities to work in a group, to coordinate co-activity in the execution of gathering exercises, to practice resistance and to take obligations;
- intelligent part – abilities of basic examination of data, an individual's own accomplishments and inadequacies, quest for constant improvement of the expert level and individual preparing using an foreign language.

To test the above models and pointers an inspecting of analytic procedures was completed, permitting to satisfactorily survey the degree of arrangement of individual character attributes of understudies needed for the development what's more, advancement of digressive competence. Diagnostic devices of assessment of arrangement and improvement of discursive competence. Intellectual, information on an foreign language expertly coordinated phrasing, information on phonetic, lexical, syntactic, and other language subsystems; information on socio-social and authentic highlights of the country the language is spoken; Activity, abilities' investigation, union, systematization, accumulation of data information, controlling data streams; abilities of making a sound and linguistically right own speeches, dialogical talk of an unfamiliar language; Communicative, capacity to work in a group, to coordinate co-activity in the execution of gathering exercises, practice resilience and take duties; effective, abilities of basic investigation of data, one's own accomplishments and weaknesses, the quest for nonstop improvement of the expert level and individual preparing using an foreign language.

At the underlying phase of the trial while achieving the test errands on understanding the substance of the writings of different types numerous semantic mix-ups were made. Understudies showed an intensive comprehension of lacking punctuation of straightforward and complex sentences, noticed the circumstance of misconception of rationale, organized content parts however. Recognized over the span of the discovering test, measures of the development of discursive competence at the college were the premise of the developmental analysis. The reason for the framing test was to expand the degree of development of desultory skill of understudies. To check the degree of arrangement of the segments of discursive competence, the entire complex of indicative techniques was utilized, which was turned to the learning phase of the test. At the last stage, diagnostics of the consequences of desultory skill was done.

Conclusion. In this examination, the creators researched the issue of framing digressive fitness in A2 class. For the acknowledgment of the objective a unique way was displayed: composing articles with argumentation. The approval of the depicted model of the development of digressive fitness in A2 class substantiated itself emphatically. Another model can add to taking care of the issue of arrangement of a bunch of basic social capabilities of college understudies which incorporates discursive competence as need. Dominance of composing standards made a difference understudies to build up their discursive competence, which can be applied to a large number of sorts of composing projects they may experience both at school and in their profession or business. The creators share an assessment that the arrangement of understudies' discursive competence in ESL class is conceivable on the foundation of the offered model.

REFERENCES:

