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Annotation. The article discusses and analyzes the works related to the disclosure of the essences of linguodidactics, discourse, discursive competence, the formation of discursive competence among students of secondary schools of grades 7-9. Theoretical and practical works were considered in order to reveal the degree of scientific development of the topic, including the concepts of linguodidactics, discourse, American, French, Russian schools of discourse, discursive competence. According to the author, the need to form the communicative competence of schoolchildren in oral speech brings discursive competence to the fore as one of its most important structural component. The article emphasizes that the formation of discursive competence is one of the practical goals of modern education and an important condition for the effectiveness of oral communication, on the basis of which school students can exercise their communicative abilities in various communication situations.

Keywords: linguodidactics, discourse, discursive competence, components of discourse, types of discourse, formation of discursive competence.

Introduction. The state standard in our Republic defines as the purpose of education the formation of students' communicative competence, understood as the ability to communicate with representatives of other cultures through their language in its oral and written form. Much attention is paid to teaching oral speech in other languages, the mastery of which is now one of the goals of training, and increasing the requirements for the level (minimum B1). The need to form the communicative competence of schoolchildren in oral speech brings discursive competence to the fore as one of its most important structural component. The formation of discursive competence is one of the practical goals of training and an important condition for the effectiveness of both oral and written communication.

Relevance and novelty of the study. High-quality teaching of languages in secondary schools and their effective assimilation by students is an urgent problem at the present time. All over the world, especially in the leading developed countries (Russia, America, Europe), special attention in the field of education is paid to communicative competence as a basic category in teaching and mastering subjects. And its main component is the discursive competence in the study of a non-native or foreign language for the development of oral and written speech.

Despite the variety of studies devoted to the formation of discursive competence, the problem of the formation of this type of competence in teaching Russian to students of secondary schools is relevant.

The analysis of state educational standards and textbooks shows that school programs at the present stage do not provide the formation of discursive competence aimed at the development of oral and written speech at the proper level, the reasons for which are insufficient theoretical and practical elaboration of the issues of the formation of competencies of schoolchildren, a small number of hours allocated to the study of the Russian language, the lack of educational materials on the formation of a discursive competence that ensures effective oral communication in the Russian environment.

The purpose of our work is to develop, substantiate and experimentally test the system of work on the formation of discursive competence in oral speech among students of grades 7-9.

Achieving the research goal requires solving the following tasks:

- to reveal the meaning of the term "discursive competence" (DC);

-define the structure of discursive competence; describe the complex of knowledge and skills that make up the DC;

-describe the specifics of discursive competence in the field of oral communication based on the difference between oral and written speech;

The main part. At the present stage of development, three directions are designated in the methodology of language teaching: linguodidactics, methodology and technology.

"Linguodidactics is the theory of language teaching, the integration of linguistics and didactics" (1, 23). Linguodidactics is the theoretical part of the methodology of language teaching, which arose as a result of the integration of linguistics and methodology" (20, 50)

"The term "linguodidactics" is currently used to denote a discipline that studies the content, means and methods of teaching a native/non-native language" (6, p.6). This term was introduced by the Russian, Soviet linguist Nikolai Maksimovich Shansky in 1969. It was recognized as international in 1975. Linguodidactics is currently considered as one of the levels (along with methodology and technology) of the methodology of language teaching.

Due to its socio-cultural context in its composition, discourse, unlike language and speech, is considered as an object by various interdisciplinary sciences. Therefore, the concept of "discourse" in addition to linguodidactics is studied by other subjects, for example: in pedagogy, psychology, sociology, cultural studies, linguistics, pragmalinguistics, ethnography. Consequently, the term "discourse" has different approaches to the interpretation of the meaning and definition of the essence of this concept in connection with the ambiguity and use, mainly in various fields of the humanities. Each of the disciplines and areas of research approaches the study of discourse in its own way and this leads to the expansion of its semantics. Linguodidactics, unlike other disciplines, considers the concept of "discourse" as the ability of an individual to carry out speech activity, observing the rules of cohesion (coherence) and coherence (consistency), which include linguistic and extralinguistic features of the native (non-native) language. Nowadays, many scientists distinguish this term as an independent interdisciplinary field of science, which serves to increase the general trend in the development of modern sciences.

To give an exact definition of the concept of "discourse" is impossible due to its ambiguity, even the stress in this word is twofold (discourse - discourse). In academic contexts, this concept is most often used with emphasis on the second syllable.

The main linguo-didactic schools in the analysis of discourse can be called Anglo-American, French and Russian. In our country, the study of the concept of discourse began recently (S.S. Umarova, N.G. Bukharova, N.Z. Normurodova, etc.).

The appearance of this term in linguistics dates back to the 50s of the XX century. "The foundations of discourse analysis were determined in the studies of American linguists Z. Harris, M. Stubbs, T. van Dyck, etc." (12). For the first time this concept was used by the American researcher Z. Harris in his article "Discourse analysis", published in 1952, which revealed "methods of distribution with respect to superphase units" (37). According to his interpretation, discourse is "a sequence of sentences uttered (or written) by one (or more) person in a certain situation" (37). Thus,

for the first time, he proposed to understand monological and dialogical speech within the text by discourse.

It should be noted that Anglo-American researchers considered discourse, first of all, as oral communication, including verbal and nonverbal signs. On this basis, the American linguist M. Stubbs defines the following three types of discourse: "1) formally, it is a unit of language that exceeds the sentence in volume; 2) in terms of content, discourse is associated with the use of language in a social context; 3) by its organization, discourse is interactive, i.e. dialogical" (38, 3). We believe that when characterizing oral discourse, these types are necessary.

Over time, the meaning of the term "discourse" did not begin to be limited beyond the text and "began to include an enumeration of the conditions in which this text is actualized" (22, 64). At the same time, it should be noted that among scientists, linguist T.A. van Dijk was the first to define discourse "as a speech flow of language in its constant movement, absorbing the diversity of the historical epoch, individual and social characteristics of both the communicant and the communicative situation in which communication takes place." The discourse reflects the mentality and culture of both national, universal, and individual, private." (13, 32). He believed that the discourse includes, in addition to the text, extralinguistic factors. It should be noted that this point of view is the basis for many linguistic studies in the modern period.

Considered one of the main fundamental ones in the study of discourse, the French school was formed a little later than the English one in the 60s of the last century and was based on structuralism, that is, it was based on historical, philosophical, socio-cultural research, and not only linguistic. The analysis of the concept of discourse is reflected in the works of such linguistic researchers as F. de Saussure, E. Benvenist, A. Greimas, J. Courtet, E. Buissance, M. Foucault, etc.

The foundation of the French school is associated with the name of the scientist Ferdinand de Saussure. Thanks to his division of discourse into external and internal, discourse has become interdisciplinary among the humanities. Also F. Saussure formulated a triad of discourse: language (language) – speech - (parole), speech activity – (langage) and defined each of them: "Speech activity is multiform and comes into contact with a number of areas: phosicology, physiology, psychology. Speech is an individual phenomenon, and language is a social product of speech ability, a set of necessary conditions acquired by a social collective for the exercise of this ability in individuals" (30, 23). This triad dates back to the communicative approach in modern linguodidactics.

Later (1953), the French linguist Eric Buissance, studying the Saussure obstruction of language and speech, includes a new member in this grouping: language - discours – parole. At the same time, he defines discourse as "combinations through the implementation of which the speaker uses the language code as a functional part isolated from speech" (28, 87). Thus, he introduced a new term "discourse" into the linguodidactics of the French school.

The scientist E. Benveniste expounds a new meaning of the term "discours" - "as a speech assigned to the speaker" (4, 296). He also identified the difference between the branching plan (resit) and the language plan (discours) related to the speaker. Thus, thanks to E. Benveniste and his paradigm of language, the functioning of language in live communication became possible. Thus, E. Benvenist offers us a functional approach, in which, in contrast to the formal approach (where discourse is considered simply as a language above the level of collocation and decomposition), discourse is defined as an inseparable part of language in the process of people's communication. The advantage of this approach is that here the discourse means not only the utterance itself, the text or the dialogue, but also the speaker and the listener, their personal and social characteristics, socio-cultural aspects are also included in the discourse in the process of communication. We believe that taking into account these features when forming a foreign language discursive competence increases the effectiveness of improving the studied language.

In their joint work, French linguists A. Greimas and J. Courte "Semiotics. Explanatory Dictionary of language theory" often resort to the term discourse and contrast it with the text: "a statement actualized in discourse as a product, as matter, from the point of view of language, whereas discourse, according to the authors, is a process" (10, 389). According to their interpretation, one can learn that they already distinguish discourse from the text and consider it as an independent phenomenon.

Another prominent representative of the French school of the late XX century, the scientist M. Foucault was engaged in the theory of the study of discourse and developed four forms of analysis of discursive formations. According to him, discourse is related to the ways of thinking and speaking about various aspects of reality: "discourse is a set of statements about a particular area, and structures the way of speaking on a particular topic, about a particular object, process" (33, 6-7). He characterized discourse as a discursive practice, noting its practical use in oral speech. We adhere to his opinion, since the discourse is reflected primarily in oral speech.

In Russia, such researchers and scientists as T.M. Nikolaeva, V.Z. Demyankov, V.I. Karasik, E.S. Kubryakova, Yu.S. Stepanov, N.D. Arutyunova, G.A. Orlov and others were engaged in discourse analysis. In Russian lexicology, which started analyzing discourse a little later than the French and Anglo-American schools, the term "discourse" is also characterized by ambiguity and has a number of interpretations.

The Soviet and Russian linguist T.M. Nikolaeva identifies the main meanings of this term in his "Short Dictionary of Text Linguistics Terms": "Discourse is a polysemous term of text linguistics used by a number of authors in meanings that are almost homonymous. The most important of them are: 1) a coherent text; 2) an oral-colloquial form of the text; 3) a dialogue; 4) a group of statements related in meaning; 5) a speech work as a given – written or oral" (23, 467). We believe its interpretation is the most detailed, covering almost all the meanings of this term.

Based on new works by foreign linguistics researchers, Soviet and Russian linguist V.Z. Demyankov offers a more extensive definition of the term, which is the most complete in modern linguodidactics: "Discours is a discourse, an arbitrary fragment of text consisting of more than one sentence or an independent part of a sentence. Often, but not always, it concentrates around some basic concept; creates a general context describing actors, objects, circumstances, times, actions, etc., being determined not so much by the sequence of sentences, but by the world common to the creator of the discourse and its interpreter, which is "built" according to the code of the discourse deployment - this is the point of view of the "ethnography of speech ..." (11). In his definition, he emphasizes the ease of discourse in contrast to the text.

The Russian scientist Yu.S. Stepanov, interpreting the linguistic and philosophical meaning of discourse as "language within language", presents it as a unique social factor. In this case, discourse cannot be attributed to grammar, style, or vocabulary simply as a language. It "exists, first of all, and mainly in texts, but those behind which there is a special grammar, a special lexicon, special rules of word usage and syntax, special semantics, ultimately a special world" (29, 45).

In the definition of the Russian linguist G.A. Orlov, discourse acts as a linguistic and communicative aspect, in which discourse is interpreted "as a category of (natural) speech materialized in the form of an oral or written speech work, relatively complete in semantic and structural terms, the length of which is potentially variable: from a syntagmatic chain over a separate utterance (sentence) to a meaningful whole work (story, conversation, description, instructions, lectures, etc.)" (25, 14). She considers completeness, integrity and coherence to be the parameters of discourse, considering it both as a process involving socio-cultural, extralinguistic and other factors, and as a result as a fixed text.

In our opinion, the Russian teacher and professor Yu.V. Shcherbinina formulates this term much deeper, which is appropriate for current use in linguodidactics. According to her interpretation,

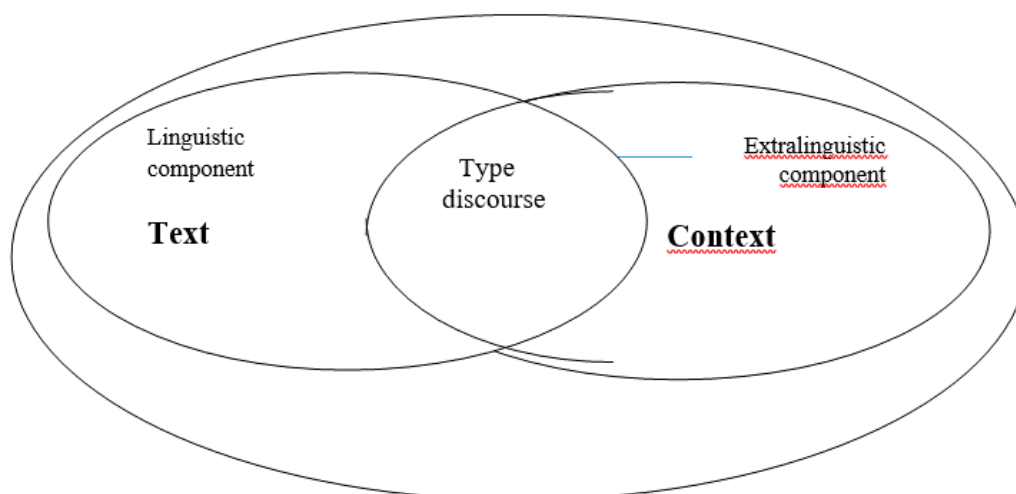
discourse: "this is speech inscribed in a communicative situation, immersed in live communication; the process of speech behavior occurring in a real speech situation; semiotic (sign) space, including speech signs focused on servicing this communicative sphere" (34, 8). We consider its interpretation preferable, because discourse, especially oral, develops and improves precisely in live communication.

In Uzbek linguodidactics, the concept of "discourse" has been studied relatively recently. This term was revealed in their works by S.S. Umarova "Formation of discursive competence in the field of oral communication", N.G. Bukharova "Discourse analysis as a means of perception of oral speech", N.Z. Normurodova "Artistic discourse and linguistic personality in the light of current linguistic trends: paradigms of knowledge, basic principles and development trends", Sh.D. Egamberdieva "Advertising text as a special kind of discourse", etc.

Uzbek scientist and teacher S.S. Umarova characterizes discourse as "a complex phenomenon realized in various forms of communication" (32, 57). Analyzing the oral official discourse, she determines the problem of the formation of discursive competence in its significance for intercultural communication and insufficient elaboration in theory and practice. Since in the theory of teaching foreign languages, discursive competence has not been a subject before, therefore, there is no methodology for its formation.

The extralinguistic component of the discourse is "the situation of communication, including the conditions of communication, the subject range, the time and place of communication, the communicants themselves, their relationship to each other, etc." (9, 26). Analyzing the interpretations of scientists of this term, we determined that the concept of "extralinguistic context" consists of two distinct components – a speaker/ writer (subject) and a communicative situation.

The linguistic and extralinguistic components of the discourse are shown in scheme No. 1.



In linguistics, linguodidactics, cultural studies, etc., discourse is usually mentioned along with the text. Despite the fact that the concept of discourse is closely related to the text, however, it differs from it. In order to establish the similarity and difference of these two concepts of speech, it will be advisable to consider their essential main characteristics.

The Russian scientist V.I. Karasik considers discourse as "a coherent text immersed in the situation of communication, allowing for complementary approaches in the study, including pragmalinguistic, structural-linguistic, linguocultural, sociolinguistic" (14, 22).

Soviet and Russian scientist N.D. Arutyunova characterizes discourse as "speech immersed in life." According to her interpretation of the discourse: "this is a phenomenon studied in the current

time, that is, as it appears and develops, and when analyzing it, it is necessary to take into account all social, cultural and pragmatic factors. Therefore, the term discourse, unlike the term text, does not apply to the ancients, etc. texts whose connections with living life are not directly restored" (3, 25). However, the Russian linguist E.F. Kirov does not agree with the latest opinion about the absence of discourse in the past. Because, in his opinion, the signs of the past are always in the present and the past determines the phenomena of the present and the future. He understands by discourse "The totality of oral and written texts in a particular language within a particular culture for the entire history of their existence" (18, 28).

Linguists E.S. Kubryakova and O.V. Alexandrova present the term discourse "as a cognitive process associated with speech production, the creation of a speech work, and the text is seen by them as the final result of the process of speech activity, having a certain finished (fixed) form" (19, 37).

We have sufficiently considered the interpretation of the concept of discourse. To establish the similarity of this term with the text, the concept of "text" must be defined.

The Soviet linguist and lexicographer I.R. Galperin understands by the text "a work of a speech-making process that has completeness, objectified in the form of a written document, literarily processed in accordance with the type of document, a work consisting of a title (title) and a number of special units united by different types of lexical, grammatical, logical and stylistic connections, having a certain purposefulness and a pragmatic attitude (8, 14). In the text, he identifies syntactic, semantic and pragmatic means that form the sequence and integrity of sentences in oral and written speech. In his opinion, these means are reflected in three lexical dimensions: 1) grammar of the text; 2) semantics of the text; 3) pragmatics of the text.

Soviet and Russian professor-scientist N.F. Alefirenko gives the following definition of the text "a sequence of linguistic signs united by a semantic connection" (2, 9). The scientist identifies coherence and integrity as the main properties of the text, and he defines the following foundations as the coherence of the text:

- "1) grammatical (unity of tense and person, features of verb forms, modality, etc.);
- 2) uniformity of vocabulary;
- 3) theme-rhematic sequences;
- 4) coreference (subordination of all elements to one topic);
- 5) various lexical means of communication (synonyms, antonyms, etc.)" (21, 10).

Also, studying the definitions of discourse and text, Alefirenko established their similar and distinctive features. He notes integrity and coherence as the main features of discourse and text, but considers this coincidence only external, since these are different phenomena in their internal structure: in discourse, coherence and integrity are reflected in cognitive and pragmatic units of communicative structures; in the text, these properties cover formal and semantic constructions.

So, we have determined that discourse and text are an inseparable part of speech, that is, the concept of "speech" does not function without them at all. However, being in such an interaction, they are not as often identified as they were before. At the present stage of the development of linguistics and linguodidactics, researchers find several differences that are grouped into 2 types: 1) the terms discourse and text are opposite in terms of the dynamics of communication (discourse / statics of the object (text)); 2) the text/discourse relationship is in the position of part \ whole (in scheme No. 1).

Analyzing the history of the emergence of the concept of discourse, it was found that the opinions of scientists in the understanding and interpretation of this definition are not in an adequate position, but in all interpretations the discourse is accepted as oral or written speech. Our work is devoted to the development of oral speech of school students, and therefore we have identified the main features inherent in the oral form of discourse (Table No. 1).

Characteristic	Interpretation
integrity	structuring and isolation
completeness	a clearly formulated thought
compositional design	beginning, continuation or end of a remark, speech
belonging to a certain style, mode and genre	choosing the right type of speech, intonation in accordance with the communication situation
extralinguistic aspect	the totality of facial expressions, gestures, poses of interlocutors
bipolarity	simultaneous focus on the speaker and the listener
motivation	the ability to interest and to some extent change the recipient
infinity	the possibility of filling with a new meaning, depending on the communication situation

It has already been noted that there is no unified classification of discourse in science, as there is no generally accepted interpretation of this term.

Each branch of science classifies the types of discourse based on its specificity of the object of research, we have also given several types of classification of discourse based on the object of research of their work:

- 1) through the channel of information transmission: oral and written (Matveeva, 21), mental (Kibrik 16);
- 2) according to the method of transmitting information: telephone conversation, radio transmission, correspondence via e-mail, online communication, etc. (Tyurina, 31) ;
- 3) according to the method of speech: dialogical, monological (Matveeva, 21)
- 4) according to the sociolinguistic approach (based on the connection with a certain activity): pedagogical (educational or didactic), scientific, political, business discourse (Karasik, 15)
- 5) on the linguistic and cultural aspect: Uzbek, Russian, English discourse (Revzina, 27);
- 6) according to the sociolinguistic parameter: personality-oriented and institutional (Karasik, 15).

The most important distinction in the classification of discourse is by transmission channel – oral and written. At the same time, students can exchange information in oral discourse – visually, and in written – acoustically. The Soviet and Russian linguist T.V. Matveeva notes that in oral speech, unlike written speech, discourse is also expressed paralinguistically, which involves facial expressions, gestures, intonations, spatial signals, pausing. She also divides oral discourse according to the structure of the speech act into monological and dialogical.

Among these two types (modes), according to the Russian linguist A.A. Kibrik, "oral discourse is primary and fundamental" (17, 18). We adhere to his opinion, since on the basis of the oral mode, the written one functions.

In addition to the oral and written types, there is also a third type of discourse – mental. The most significant studies on this type of discourse belong to the Russian scientist L.S. Vygotsky. He calls this mode internal speech in a different way and characterizes it as "mental speech in which the same person is both the speaker and the addressee (alter ego of the speaker)" (7, 46). When learning a foreign language, students initially rely on mental discourse, due to the fact that they will initially

prepare a thought internally before expressing it in the form of an utterance externally. Therefore, we can say that oral discourse is closely related to mental discourse.

One of the significant typologies for us is the classification of discourse according to the Russian linguist Karasik, in which he divides them into personality-oriented (personal) and institutional. "In the first case, the speaker acts as a person in all the richness of his inner world, in the second case - as a representative of a certain social institution" (14, 5).

Being an informal communication, personal discourse is divided in turn into everyday and existential.

Everyday communication covers the conversational style of oral discourse, where the speaker can freely communicate on various, everyday topics. Karasik characterizes it as "a natural initial type of discourse, organically assimilated from childhood" (14, 6). Accordingly, if during the school period it is good to teach children everyday communication, then this will be fixed in their subconscious forever. At the same time, it is advisable for students to offer dialogical exercises on a variety of everyday topics.

Existential discourse, in contrast to everyday discourse, is characterized by fullness, saturation, all forms of speech based on literary language are used here. "Existential communication is mainly monologue and is represented by works of fiction, philosophical and psychological introspective texts" (14, 6). In general education schools with Uzbek language of instruction, Russian literature was removed from the curriculum, which were an example of existential discourse for students. However, they can be offered small texts from fiction to perform various tasks and in the course of this process develop the discursive competence of existential communication.

Institutional discourse, which is an official type of discourse, is communication within the specific framework of status-role relations in society.

In the works of some researchers (V.I. Karasik, N.N. Mironov, Anisimov), in relation to modern society, different types of institutional discourse are distinguished, for example: political, scientific, medical, pedagogical, legal, critical, administrative, business, mass information, etc. According to Karasik's definition, "the main participants in the institutional discourse are representatives of the institute (agents) and people who address them (clients). For example, this is a teacher and a student, a doctor and a patient, a politician and a voter, a priest and a parishioner" (14, 8).

Since institutional discourse is connected with the sphere of professional communication in society, it is necessary in the professional activity of individuals.

At school, the process of teaching students the discourse of the Russian language is based on the correct selection of its types, serving the implementation of learning goals. When selecting the material, it is necessary to pay attention to the most used and demanded areas of oral speech by communicants of our country.

To solve this problem, the Russian teacher E.P. Poteryaeva offers three stages of teaching discourse in the classroom of a non-native language:

1. "The first stage is introductory, during which students get acquainted with different types of discourse and genres related to oral discourse. This stage is the initial form of discursive analysis, which is important in the theory and practice of teaching foreign languages. According to M. Daro, "discursive analysis makes it more expedient to distribute discursive structures characteristic of a certain sphere of communication in a foreign language course, since it helps to select and classify the necessary texts, to determine the categories of documents" (36, 27).

2. The second stage is called practice-forming and is aimed at teaching all composing discursive competence. At the same time, students are offered and performed a variety of exercises and tasks aimed at mastering language tools.

3. The third, generalizing and developing stage teaches students to navigate in the conditions of communication, correlate the goal with a given communication situation, choose, based on the

analysis, the appropriate format of discourse and implement its correct implementation in conditions that simulate real communication" (26, 24).

The discursive aspect of communicative competence is aimed at the formation of high-quality use of language means and skills of speech activity, correct and correct speaking in a foreign language, in our study - in Russian, logical construction of utterances, and in addition, respect for the culture of other peoples.

Consequently, the main object of development in the school on the subject of "Russian language" is discursive thinking among students, due to the ability of the communicant to generate and express discourse within the framework of prepared and unprepared speech, taking into account its cultural, social and ideological nature.

As we have already noted, discursive competence is an important component of communicative competence, covering certain forms, situations, genres of communication, texts of various types, socio-cultural, linguistic and speech aspects of communicative competence, and most importantly, the ability to conduct a conversation on various types of discourse. For students of secondary schools, various types of discourse are discourses that are used in everyday life.

It should be noted that there are no completely incompetent forms and methods in the linguodidactics of language teaching. But, we believe that some forms have already become ineffective and outdated in themselves for the formation of the above-described skills and abilities:

- monologue speech of the teacher;
- work only according to the textbook;
- traditional control work;
- automatic memorization of the dictionary (without using);
- front-end survey;
- demonstration of the film;
- a question-and-answer conversation in the form of yes\no

Currently, it is considered correct to use methods and forms of training based on a competency-based approach. The teacher should select such exercises and tasks that meet the requirements of modern linguodidactics and help students adapt to the constantly changing conditions of social life and realize their professional skills in the future.

It is also important to pay attention to the psychological and pedagogical conditions that contribute to the development of perception and generation of various discourses in Russian when forming oral discursive competence. Such methods and technologies, in our opinion, can be:

a) The project method is a way to achieve a didactic goal through a detailed development of a problem (technology), which should end with a very real, tangible practical result, formalized by one result or another. The introduction of this technology into the educational process helps to develop students' ability to think independently, predict the situation, find a problem and develop all possible options for solving this problem.

Thus, the project method is not only creative and encouraging the activity of students, but also stimulating their communicative activity. The project method can be implemented by students in an individual, paired or group form.

b) The method of debate is a method in the form of a game consisting of two teams whose main task is to argue their point of view to a third party (judge) on a specific issue.

The use of the debate method for the formation of oral discursive competence of students stimulates the ability to conduct a dialogue, defend their position, develops oratorical skills in a foreign language.

c) Game technologies (language and role-playing games) are a group of methods and techniques in the form of various games in the organization of the lesson and contribute to the development of creative thinking through the disclosure of students' life experience. Indeed, gaming

technologies are one of the most effective and interesting methods: they train memory, help develop speech skills in schoolchildren, arouse interest in the subject among passive students. Another advantage of this method is its use at any stage of the lesson: when introducing new vocabulary, when improving dialogic and monological speech, when fixing new material.

d) Various forms of dialogue. Being an oral speech between two or more communicants, the dialogue presents some difficulties when learning Russian. This is primarily due to the fact that the student must not only speak Russian, but also draw attention to the interlocutor and speak to him in accordance with a certain genre that is required at that time.

During the lesson, students can work with text, perform various exercises, but they cannot fully master a full-fledged live Russian speech. This is formed while working with various types of dialog.

e) Problem discussion (case study) is a method that is based on the analysis and solution of situations in training. At the same time, the teacher suggests a problem situation to solve and students work on solving this problem in an individual or group form for a certain time.

It should also be added that the effectiveness of the case study method in the process of teaching the Russian language consists in the development of responsibility for the decision-making process; in the development of oral communication skills; in the development of creative thinking, etc.

e) The use of ICT, audio-video materials is one of the achievements of modern education. They make the lesson interesting and accessible and help students easily understand and remember the topic.

The materials of this method can be beautiful places, cities, museums, parks, national traditions and holidays, culture, flora and fauna, famous people of the country of the language being studied, in our work – Russia and Uzbekistan.

Conclusion. Thus, the formation of discursive competence of students is based both on taking into account the achievements of methodological science and on taking into account the formation of the discourse of schoolchildren: well-known linguistic experience; the formation of an age-appropriate worldview; the formation of a dynamic stereotype of speech in their native language and non-native language.

It is also important to create communication situations (communication conditions) based on different typologies (modes) of discourse for the formation of oral discursive competence of students in Russian lessons. One of the main principles of the formation of oral discourse is oral communication, because students in a practical form, i.e. communicating, can quickly and very decently speak Russian. In addition, another important way of effective teaching is to instill love in students for the culture of the people of the language being studied, which is a socio-cultural aspect of discursive competence. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

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