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TEACHING PROFESSIONAL DISCOURSE IN A FOREIGN LANGUAGE THROUGH EDUCATIONAL SPEECH SITUATIONS AND ROLE-PLAYING GAMES

Abstract.

This article explores the methodology and effectiveness of teaching professional discourse in a foreign language through educational speech situations and role-playing games. By integrating traditional and innovative teaching methods, the study aims to enhance students' competence and fluency in professional communication. Key components of the methodology include the introduction of speech models, language exercises, and the application of knowledge in various professional situations. The research involved experimental work with 2nd year students in the "Foreign Language" specialty of Kh. Dosmukhamedov Atyrau University. The results indicated that this interactive and immersive approach yielded a positive trend in the development of foreign language professional discourse. The study concludes that the success of mastering a foreign language in the context of professional communication heavily relies on the right approach, making the learning process interesting and dynamic. This methodological organization offers valuable insights into modern foreign language teaching methods, particularly in professional discourse training.

Key words: discourse, discursive competence, professional discourse, learning and speech situations, role-playing games.

Introduction.

As the world becomes more interconnected, proficiency in foreign languages is becoming more essential than ever before, particularly in the sphere of professional discourse. The ability to communicate effectively and proficiently in a professional setting, which is frequently characterized by its own jargon, conventions, and nuances, is a crucial skill that molds individuals' career paths and their larger roles in global societies. As a consequence, the task of foreign language educators is expanding to include the transmission of professional discourse in addition to the teaching of grammar and vocabulary.

Innovative teaching strategies, such as educational speech situations and role-playing games, have emerged as effective instruments for facilitating the acquisition of professional discourse in a foreign language in response to this pressing need. These interactive methods, which are grounded in experiential and active learning theories, provide immersive environments that enable students to not only comprehend the language in a professional context, but also actively use it, simulating real-world scenarios.

Researchers in the field of language development, such as V.I. Karasik, M.A. Makarov, R.P. Milrud, P. Serio, and M. Foucault, have made significant contributions to the study of discourse. Foreign and Russian psychologists and teachers, including A.A., paid close attention to the issues surrounding the instruction of communication with a professional focus. Verbitsky, H.D Brown, E. Hatch and others are included. Others, including P.B. Gurvich, B.A. Lapidus, E.I. Passov.

Through educational speech situations and role-playing activities, these studies enable us to identify the requisites for teaching professional discourse in a second language effectively.

Materials and methods of research.

Although there have been notable advancements in methodological research on teaching professional speech in a foreign language, this analysis demonstrates that there are still specific areas that have not been well investigated. The findings from interviews and surveys have indicated the presence of challenges, although the ability of students to comprehend scholarly literature, recall previously studied subjects, and articulate their viewpoints in a non-native language. The topics encompassed in this study are the theme aspects of education, the criteria used to determine the structure and indicators of professional discourse development, and the technique and tasks employed to enable the application and advancement of speech models.

There exists a necessity for enhanced preparation in order to engage actively in a professional foreign language setting, with a noticeable insufficiency in selecting the suitable mode of communication to align with the intended communicative objective.

This reveals two key contradictions:

- On one hand, there's a growing need for future specialists to have foreign language proficiency for professional and intercultural communication. On the other hand, there's a noticeable gap in their foreign language communicative and intercultural competencies.

- There's a discrepancy between the challenges students face in mastering foreign professional discourse due to the absence of a natural foreign-language professional environment and the necessity for students to acquire the language of their specialty to a standard consistent with accepted international norms.

The term “discourse” is central to this discussion. The concept is multifaceted and has been explained in various ways in contemporary structural studies. As V.I. Karasik suggests, the concept of “discourse” has expanded from the notion of “language” and multiple scholarly definitions have been proposed [1].

It's worth mentioning that the emergence of discourse theory presented researchers with a complex task - to provide a linguistic description of discourse

According to the concise terminological encyclopedia, discourse can be defined as a cohesive textual expression influenced by various extralinguistic, pragmatic, sociocultural, psychological, and other factors. It is regarded as a manifestation of a specific event, encompassing speech as a deliberate social act and as a constituent element within human interactions and cognitive processes.

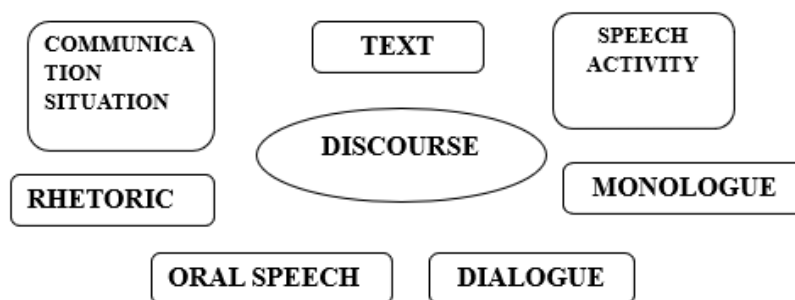


Figure 1 – Main directions of discourse

Note: compiled based on the source discourse is speech “immersed in life” [2]

During the course of this study, the domains of discourse listed above were given importance and served as guiding principles in the instruction of professional conversation in a foreign language (see Figure 1).

When examining the topic thoroughly, it is underscored that discourse can be understood as “a text that is situated within a specific event context” [3]. Furthermore, when describing the mechanisms of verbal communication, discourse is defined as “cohesive sequences of speech acts”. In essence, discourse is evident in texts that possess distinct grammatical structures, vocabulary, rules of word usage and syntax, as well as unique semantics. Ultimately, discourse creates a distinct world of its own [4].

In the scholarly literature of V.V. Zalozhnykh, the concept of “discourse” is explicated as follows. According to Zalozhnykh, it goes:

The term “discourse” is a polysemous concept within the field of text linguistics, and it is employed by several writers in nearly synonymous ways. The key elements that hold significant importance include: 1) a cohesive composition; 2) an oral rendition of written material; 3) an interactive conversation; 4) a collection of interconnected statements with shared semantic relevance; 5) a discourse functioning as a predetermined entity, whether in written or spoken form [5].

The author of this study addresses the issue of defining and implementing categories in the context of teaching professional discourse. Specifically, the author examines the comprehensive and limited interpretations of discourse put forth by T.A. Van Dijk, a renowned Dutch scholar and professor at the University of Amsterdam. Van Dijk's contributions to the field of modern linguistics have been instrumental in shaping the understanding of discourse.

In a broad sense, discourse is a communicative event that occurs between the speaker, listener (observer and 8 others) in the process of communicative action in a certain temporal, spatial and other contexts. This communicative action can be verbal, written, have verbal and non-verbal components. Typical examples are an ordinary conversation with a friend, a dialogue between a doctor and a patient, reading a newspaper [6].

From the point of view of linguistics, discourse is, first of all, a complex unit consisting of a sequence of sentences that are in a semantic connection. As to the definition provided by A.V. Kremneva, Doctor of Philological Sciences – “a text is a work consisting of several unique units (particularly significant units), objectified in the form of a written document, united by various types of lexical, grammatical, logical, stylistic connections that have a name, title (theme) and a certain focus and pragmatic setting. the process of speech creativity” [7].

L.V. Neudachina considers it legitimate to use the term “text” in relation not only to written, but also to oral speech, as well as when interpreting the text as a means of dynamic influence of communicants, while in the last of these cases there is a tendency to use the term “discourse”. In other words, if the text belongs to history, the discourse is focused on the momentary aspect of the actual communicative event [8].

So, discourse (fr. discours-speech) is a text associated in conjunction with extralinguistic-pragmatic, sociocultural, psychological and other factors; spoken language, considered as a component involved in the relationship of people and as a component of their consciousness (cognitive processes); colloquial language “soaked in life”.

Results and its discussion.

The pedagogical perspective of foreign language instruction, which is founded on the communicative approach and focuses on learner-centeredness, advocates for the utilization of dynamic approaches and educational forms. The purpose of these programs is to foster the comprehensive development of students' individuality and creativity, taking into account their unique interests, vocational requirements, and value systems. The fundamental basis of this pedagogical style in the field of foreign language instruction is built around communication, with a particular emphasis on communicative activities. These tasks, such as group interactions, are of utmost importance in this approach [9].

When considering English training for students in a professional setting, it is important to structure sessions around realistic goals that combine communicative skills with the realm of professional involvement. From a communicative standpoint, a foreign language is regarded as a

form of discourse given by Ponomarenko E.V. Doctor of Philological Sciences, the contextual circumstances, it is crucial to prioritize the educational and communicative activities that students participate in via collaborative work, group interaction, professional discourse, encompassing group discussions, situational role-plays, and simulations. The implementation of dynamic approaches in educational activities fosters an atmosphere that supports the enhancement of linguistic and professional skills, facilitates the smooth integration into the professional language context, and promotes the utilization of suitable speech patterns.

The student experiences a pressing necessity to engage in conversation in a foreign language. The inclusion of role-playing activities in foreign language instruction is essential for experiential learning, as it offers significant motivational benefits, facilitates the selection of appropriate speech patterns for specific contexts, and contributes to emotional engagement.

Elements of pedagogical discourse include purpose, participants, educational environment, content component, communication conditions, and the distinctive stylistic characteristics of pedagogical interaction. Using educational speech situations and role-playing games provides a mechanism to simulate work scenarios, thereby motivating students to undertake the professionally oriented tasks and challenges they will inevitably face in their future careers. This active participation fuels the utilization of existing lexicon and experiences and promotes the growth of foreign language proficiency and professional competence.

In modern linguistics, four meanings of the term “discourse” are most widely used:

- text/opinion included in a specific socio-cultural situation;
- communicative situation integrating the text with its other components;
- “speech situation”, in which the subject of speech is understood together with the text;
- explanation of speech, predominantly verbal, analogy of discourse, dating back to the semiotic tradition, a kind of speech practice.

This study's primary objective is the instruction of professional discourse in a foreign language and the development of the ability to converse effectively within the boundaries of professional communication. It seeks to actively engage students in problem-solving-promoting creative activities. The pedagogical progression from reproductive to productive exercises is based on the performative principle, which fosters the students' ability to express themselves in a foreign language and facilitates their transition from an instructional language situation to role-playing scenarios.

Preparing students for future communicative situations within a specific topic requires familiarizing them with the activation and systematization of knowledge, types of discourses, and corresponding speech clichés in the initial phases.

The operational phase of the methodology entails listening to dialogues and perusing texts in order to identify typical professional communication scenarios. Students then respond individually and collaboratively to text-related queries, allowing them to assimilate new lexical units. The activation of new vocabulary and speech clichés through exercises and duties is a primary objective of the standardization period. This stage employs methodological techniques and tasks designed for recognizing language units, constructing sentences using complete speech clichés, conducting exercises in a question-and-answer work format, aligning and arranging dialogue fragments, and performing tasks such as replacement, repetition, and reconstruction.

Students are prompted to address problem-solving tasks within specific speech learning contexts, encouraging the application of speech models to solve problems and achieve communicative goals. This stage cultivates monologuing and dialoguing skills, promotes problem-focused thought and discourse, and encourages discussion participation.

The investigated issue necessitates the application of principles that ensure the directedness and efficacy of learning. The English language curriculum is based on an approach that caters to professional needs, thereby generating pedagogical situations that contribute to the formation of students' professional consciousness, thinking, and behavior. In addition, it assists students in mastering effective methods for analyzing and resolving problematic and real-world situations.

Therefore, the methodological organization of the educational process should primarily reflect the requirements of students in professional foreign language study, based on the particulars of their future profession.

Discourse, as a linguistic phenomenon, holds significant prominence within contemporary linguistics due to its multifaceted nature encompassing language activity, speaking style, and interactive methodology. Nevertheless, the interpretation of language is a subject of ongoing debate among linguists, mostly due to its complex nature and diverse manifestations. Consequently, researchers often hold divergent viewpoints, leading to a lack of consensus in the field. As a consequence, there has been a rise in the quantity of both international and local research focused on discourse, rendering it a very pertinent and potentially extensive subject within the realm of modern linguistics and its associated disciplines.

An experimental study was conducted at Atyrau University named after Kh. Dosmukhamedov to assess the efficacy of teaching second-year students majoring in "Foreign Language" professional foreign language discourse through pedagogical speech situations and role-playing games. The present study involved the involvement of a total of 22 student participants.

During the duration of the experiment, the study focused on evaluating both quantitative and qualitative measures of proficiency in the professional speech of a foreign language. At the outset, the students were assigned a written examination consisting of 30 questions that attempted to assess their understanding of professional terminology and their ability to effectively utilize language in various communicative situations. The evaluations were conducted according to the specified criteria:

- Proficiency in acquiring professionally oriented vocabulary;
- The ability to select speech patterns tailored to the provided situation.

Additionally, students were introduced to a formula for calculating the average score for assessing the written test.

In light of the research's central aim to facilitate professional discourse in a foreign language through educational speech situations and role-playing games, an examination was undertaken to monitor the advancement of oral speech proficiency and to observe the conduct of students across diverse scenarios that simulate professional communication. The standards for evaluating students' understanding of professional conversation in a foreign language were established as follows:

1. The congruence of the statement with the context of the situation and the discourse type;
2. The extent of the application and use of the communicative-functional repertoire (the number of replicas crafted following studied templates);
3. The coherence of sentences, their semantic completeness, integrity, and completeness;
4. The thoroughness and quality of the execution of the communicative task (role repertoire), as well as the attainment of the communicative objective;
5. Understanding the communicative objective of the conversational partner (adequate verbal and non-verbal responses to the speech acts of the partner).

The testing format required students to work in pairs or groups, formulate their own statements in response to a genuine situation, select the necessary language repertoire, comprehend their partner's utterances, and accomplish a communicative objective during the course of the interaction.

Furthermore, it was mandatory for the students to fulfill assignments that were specifically created to generate diverse forms of discourse. These activities aimed to enable the students to construct dialogic or monologic utterances that align with a predetermined context, thereby mimicking conversation within a professional environment. The examination primarily assessed the students' capacity to collaborate in pairs or small groups, generate original phrases derived from real-life scenarios, select the appropriate linguistic resources, comprehend the interlocutor's discourse, and effectively achieve communicative objectives throughout the interaction.

The research was carried out with a cohort of students engaging in collaborative work in pairs. Through an examination of the criteria used in the students' statements in a foreign language, together with the use of statistical and mathematical analysis, it was discovered that the experimental group exhibited a favorable advancement in the enhancement of their foreign language professional discourse.

Throughout the course of the study, participants from both the control and experimental groups were administered self-assessment questionnaires in order to assess the development of their speech activity in a range of scenarios that simulated professional communication. The evaluations were conducted using multiple criteria:

- The extent of participation in discussions and role-playing exercises;
- The capability to articulate one's viewpoint accurately and logically, in line with one's communicative objective;
- The proficiency to deploy the communicative-functional repertoire aptly for communicative situations and specific discourse types;
- The capacity to conduct a conversation properly, understanding the communicative task of the other participant.

The study's findings elucidate that students have, in theory, grasped the significance of adhering to the pragmatic rules governing discourse formulation in a foreign tongue. The experimental group's students exhibited a more pronounced trajectory of advancement. Engaging in communicative drills, leveraging linguistic resources in educational and conversational scenarios, and embarking on role-playing exercises to tackle specified vocational challenges, all orchestrated with the objective of imparting professional discourse skills in a foreign language, revealed the delineated developmental trajectories (see Figure 1).

The pedagogical approach underscored the imperative of a pragmatic understanding in enhancing the aptitude for professional communication in a non-native language, thereby fostering a more nuanced and effective interaction in a multilingual professional milieu.

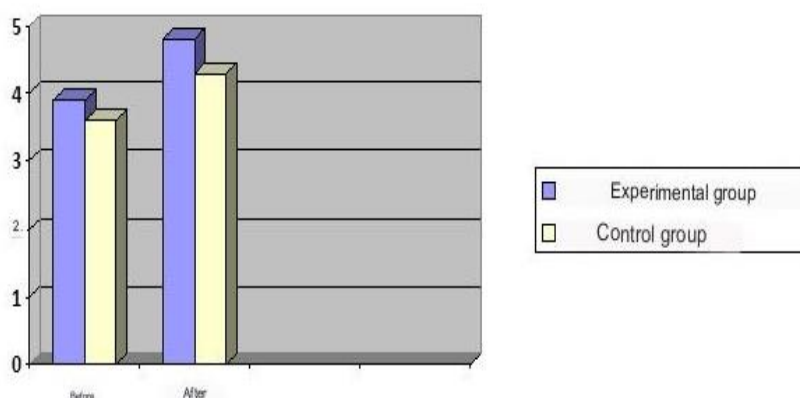


Figure 1 – displays the average data pertaining to the indicators of both the control and experimental groups

Note: compiled by the authors

The students were introduced to the crucial theory of how language works in practical situations, highlighting the need for a strong understanding of pragmatics in communicating in a foreign language. They learned that good communication is not just about sharing the needed information with someone else, but also knowing how to share it well. Listening to audio recordings and watching movies helped them practice how to construct conversations in a foreign language.

Throughout the study, it was seen that constantly speaking in a foreign language helped in gradually making their conversations more complex and structured. Additionally, a friendly and cooperative environment in the English classes helped increase their understanding and skill in pragmatics, as well as their interest in the subject.

It was notable that students were highly motivated to take part in group discussions and role-play professional situations. This method of learning by doing proved to be the most effective in helping them master professional conversation in a foreign language. This hands-on approach not only made learning the language more contextual and engaging but also better prepared them for professional interactions in a multilingual world.

The study of language, known as linguistics, has a lot of experience in exploring how we talk and communicate, which can be used to help students get better at understanding and using language effectively in English classes. For this goal, students should learn about different ways of communicating in their English classes. They should be able to choose the right way to communicate, create conversations that fit the situation, and consider the status and goal of their speech. It's also important for them to interact with their classmates to better understand and explain the information shared in these conversations.

Additionally, by practicing communication through various activities like group discussions or analyzing real-life conversations, students can get a better grasp of how to use language effectively. Different teaching methods like analyzing examples from real life, working together in groups, and thinking about their own communication can make the learning experience richer. This way, students are not only learning in theory but are also better prepared to communicate well in real-world situations, especially in a professional setting where people might speak different languages.

Thus, the obtained results prove the validity hypothesis research, proving the effectiveness of the methodology of teaching a professional discourse of a foreign language, the content of which is the speech situations and role-playing games of the student.

Conclusion.

The deliberate communicative action carried out by specialists in the field of "Foreign Language" is widely acknowledged as the professional discourse in a foreign language for students pursuing it as their major. Communication situations are commonly organized in accordance with the conventions and norms that have been developed within a particular professional context. The underlying motivation for such circumstances is the completion of a task in order to attain a particular result by the students. The pedagogical structure for instructing a second language to students pursuing a "Foreign Language" major comprises the subsequent elements of specialized communication.

- Different genres of discourse that are prevalent within professional communication, such as question-and-answer sessions, debates, reports, and messages.

- Linguistic and speech-related content, typical situations, and crucial encounters that occur within the realm of professional communication.

- Business negotiations, interviews, receiving visitors, participating in international conferences, as well as mastering foreign language abilities and strategies.

Instruction in professional discourse in a foreign language is a systematic process, which can be neatly divided into distinct stages:

- The introductory stage, which involves the transmission of knowledge, familiarization with speech patterns, and learning of rules.

- The standardization stage, characterized by the development of speech abilities through the execution of language exercises.

- The variable stage, wherein speech skills are honed and developed within the context of educational communication scenarios.

- The creative stage, which fosters the growth of speech skills and the capacity to apply acquired knowledge in various professional communication situations presented in a role-playing format.

Learning materials such as texts for reading and listening, exercises, tasks, and communicative speech relevant for communication, are effectively integrated through the understanding of professionally-oriented educational speech situations and role-playing games. The assessment of the knowledge and skills of future foreign language specialists during pair and group work is based on their ability to select and use suitable speech patterns that align with the given situation and type of discourse. This also includes their ability to construct logical and consistent statements, engage in a dialogue on various topics, listen attentively to communication partners, and achieve the communicative objective in the course of communication.

In closing, it's worth noting that the process of mastering a foreign language in the context of professional communication is a lengthy one that demands significant efforts from both students and teachers. The success of this learning journey largely hinges on the correct approach that makes the entire learning process intriguing and dynamic, a factor that is of utmost importance in the realm of contemporary teaching methodologies.

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ОҚУ СӨЙЛЕУ ЖАҒДАЙТАРЫ МЕН РӨЛДІК ОЙЫНДАР АРҚЫЛЫ ШЕТ ТІЛІНДЕ КӘСІБИ ДИСКУРСТЫ ОҚЫТУ

Аңдатпа.

Бұл мақалада кәсіптік дискурсты шет тілінде оқыту әдістемесі мен тиімділігін оқуда сөйлеу жағдайлары мен рөлдік ойындар арқылы зерттеледі. Оқытудың дәстүрлі және инновациялық әдістерін ықпалдастыра отырып, зерттеу студенттердің құзыреттілігін және олардың кәсіби қарым-қатынас жасаудағы шапшаңдығын арттыруға бағытталған. Әдістеменің негізгі компоненттері сөйлеу үлгілерін, тілдік жаттығуларды енгізуді, әртүрлі кәсіби жағдайларда білімді қолдануды қамтиды.

Әдістеменің негізгі компоненттері сөйлеу үлгілерін, тілдік жаттығуларды енгізуді, әртүрлі кәсіби жағдайларда білімді қолдануды қамтиды. Зерттеу Х.Досмұхамедов атындағы Атырау университетінің «Шет тілі» мамандығының 2 курс студенттерімен тәжірибе негізінде қарастырылған. Нәтижелер бұл интерактивті және иммерсивті (терең) әдісті шет тіліндегі кәсіби дискурсты дамытуда оң үрдіске әкелгенін көрсетті. Зерттеуде кәсіптік қарым-қатынас жағдайында шет тілін меңгеру нәтижесі көбінесе оқыту процесін қызықты

және серпінді ететін дұрыс тәсілге байланысты деген қорытынды жасалады. Бұл әдіснамалық тәжірибе арқылы шет тілін оқытудың қазіргі заманғы әдістері туралы, әсіресе кәсіби дискурсивтік даярлық саласында құнды ақпарат ұсынады.

Негізгі сөздер: дискурс, дискурсивті құзыреттілік, кәсіби дискурс, оқу-сөйлеу жағдайлары, рөлдік ойындар.

ОБУЧЕНИЕ ПРОФЕССИОНАЛЬНОМУ ДИСКУРСУ НА ИНОСТРАННОМ ЯЗЫКЕ С ПОМОЩЬЮ УЧЕБНЫХ РЕЧЕВЫХ СИТУАЦИЙ И РОЛЕВЫХ ИГР

Аннотация.

В данной статье исследуются методика и эффективность обучения профессиональному дискурсу на иностранном языке посредством учебных речевых ситуаций и ролевых игр. Интегрируя традиционные и инновационные методы обучения, исследование направлено на повышение компетентности студентов и их беглости в профессиональном общении. Ключевые компоненты методики включают внедрение речевых моделей, языковых упражнений, применение знаний в различных профессиональных ситуациях. Исследование включало экспериментальную работу со студентами 2 курса специальности «Иностранный язык» Атырауского университета имени Х. Досмұхамедова. В результаты показали, что этот интерактивный и иммерсивный подход привел к положительной тенденции в развитии профессионального дискурса на иностранном языке. В исследовании делается вывод, что успех овладения иностранным языком в условиях профессионального общения во многом зависит от правильного подхода, делающего процесс обучения интересным и динамичным. Эта методологическая организация предлагает ценную информацию о современных методах преподавания иностранного языка, особенно в области профессиональной дискурсивной подготовки.

Ключевые слова: дискурс, дискурсивная компетентность, профессиональный дискурс, учебно-речевые ситуации, ролевые игры.

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