

EXPERIENCE IN ENHANCING ENGLISH LANGUAGE TEACHING METHODOLOGY THROUGH DISCOURSE COMPETENCE DEVELOPMENT IN NON-PHILOLOGICAL PROGRAMS

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Annotatsiya. This study examines the development of English discourse competence among students of non-philological programs. The research aimed to improve students' oral and written communication skills through the Analytical-Reproductive-Interactive-Productive (ARIP) model. The study was conducted at Alfraganus University, Kokand State University, and the Turtkul Branch of Tashkent University of Humanities. The findings showed that the use of discourse-oriented activities helped students improve coherence, cohesion, argumentation, and fluency in English communication. The results indicate that the proposed methodology can be effectively used in English language teaching for non-philological students.

Kalit so'zlar: discourse competence, English language teaching, ARIP model, oral communication, written communication, non-philological programs.

ОПЫТ СОВЕРШЕНСТВОВАНИЯ МЕТОДИКИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА ПОСРЕДСТВОМ РАЗВИТИЯ ДИСКУРСИВНОЙ КОМПЕТЕНЦИИ В НЕФИЛОЛОГИЧЕСКИХ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММАХ

Аннотация. В данной статье рассматриваются вопросы развития дискурсивной компетенции студентов неязыковых направлений в процессе обучения английскому языку. Цель исследования заключается в разработке и внедрении методической модели АРИП (Аналитический-Репродуктивный-Интерактивный-Продуктивный), направленной на совершенствование устных и письменных речевых навыков студентов. Результаты исследования показали, что использование дискурсивно-ориентированных заданий и интерактивных видов деятельности способствует развитию у студентов умений логично, последовательно и коммуникативно целесообразно выражать свои мысли на английском языке. Полученные результаты подтверждают эффективность предложенной методики в повышении качества обучения английскому языку в неязыковых вузах.

Ключевые слова: дискурсивная компетенция, обучение английскому языку, модель АРИП, устная речь, письменная речь, коммуникативная компетенция, неязыковые направления подготовки.

Introduction. Discourse, which constitutes the central concept of the present study, is regarded as one of the key categories in modern linguistics and foreign language teaching methodology. M. Celce-Murcia considers discourse competence an essential component of communicative competence and defines it as the ability to ensure coherence, cohesion, and appropriateness of speech in accordance with a particular communicative situation [1, pp. 45–56]. From this perspective, the development of students' discourse competence in the process of English language teaching is considered an important factor in enhancing their oral and written communication skills.

In the context of globalization, English has become one of the principal means of international communication, academic cooperation, and professional interaction. Higher education institutions are therefore expected not only to develop students' grammatical and lexical knowledge but also to foster their ability to express ideas logically, coherently, and appropriately in various communicative situations. This need is particularly significant for students enrolled in non-philological programs, for whom effective use of English in academic and professional contexts has become increasingly important. Consequently, the development of discourse competence has emerged as a highly relevant issue in foreign language education.

Practical observations indicate that although many students possess a certain level of grammatical and lexical knowledge, they often experience difficulties in organizing their ideas logically, supporting arguments with evidence, and producing oral and written discourse appropriate to specific communicative contexts. This situation highlights the need to improve methodological approaches aimed at the purposeful development of discourse competence in English language teaching.

In response to this challenge, the present study developed methodological foundations for enhancing English discourse competence among students of non-philological programs. In particular, an Analytical-Reproductive-Interactive-Productive (ARIP) methodological model was proposed to improve students' oral and written communication skills, and its effectiveness was validated through experimental teaching practices.

The aim of the study is to develop a methodology for enhancing and improving English discourse competence among students of non-philological educational programs.

Materials and Methods. The research was conducted at Alfraganus University, Kokand State University, and the Turtkul Branch of Tashkent University of Humanities. The undergraduate students from non-philological specialties participated in the study.

The research employed a mixed-method approach that combined theoretical and empirical methods. The theoretical stage involved a comparative and critical analysis of pedagogical, linguistic, and methodological literature related to discourse competence, communicative language teaching, task-based language teaching, and discourse-oriented instruction. The empirical stage included classroom observation, interviews, questionnaires, diagnostic tests, and analysis of students' oral and written discourse.

To achieve the objectives of the study, an Analytical-Reproductive-Interactive-Productive (ARIP) methodological model was designed and implemented. The model was aimed at developing students' discourse competence through a sequence of interconnected instructional stages.

The Analytical stage focused on introducing students to authentic discourse samples and developing their ability to identify discourse structure, communicative intent, cohesion, and coherence. Historical texts, academic articles, audio recordings, and video materials were used as learning resources.

The Reproductive stage students practiced discourse patterns through guided activities, including text reconstruction, paraphrasing, summarizing, and discourse completion tasks. This stage helped learners consolidate discourse-related linguistic and pragmatic knowledge.

The Interactive stage emphasized communicative engagement through pair work, group discussions, debates, role-plays, case studies, and problem-solving tasks. Students were encouraged to exchange ideas, negotiate meaning, and employ discourse strategies in authentic communicative situations.

The Productive stage required students to create independent oral and written discourse. Activities included presentations, essays, reports, reflective writing, project work, and academic discussions. Particular attention was paid to coherence, cohesion, argumentation, communicative appropriateness, and fluency.

The effectiveness of the proposed methodology was evaluated according to the following discourse competence indicators: coherence, cohesion, communicative appropriateness, argumentation, and fluency. Students' performance was assessed at the beginning and at the end of the experimental period. The obtained data were analyzed through comparative analysis of the experimental and control groups, allowing the researchers to identify changes in students' oral and written communication skills resulting from the implementation of the ARIP model.

The experimental instruction lasted throughout the academic semester and was integrated into Practical English courses. Authentic materials, discourse-based tasks, collaborative learning techniques, and communicative activities were systematically employed to facilitate the development of discourse competence in both academic and professional communication contexts.

Result. The implementation of the ARIP (Analytical-Reproductive-Interactive-Productive) model in non-philological English language classrooms contributed to the development of students' discourse competence and improved their oral and written communication skills. The analysis of classroom activities, discourse-based tasks, presentations, discussions, essays, and reflective writing assignments revealed positive changes in students' ability to produce coherent, cohesive, and communicatively appropriate discourse.

Table 1.

Main indicators of discourse competence development

Main indicators of discourse competence development	
Indicator	Observed improvement
Coherence	Improved logical organization of ideas
Cohesion	More effective use of discourse markers and linking devices
Communicative appropriateness	Better adaptation to communicative situations
Argumentation	Stronger justification of opinions and ideas
Fluency	Increased confidence and continuity in communication

The findings indicate that coherence and argumentation demonstrated the most noticeable progress. Students became more capable of organizing information logically, maintaining thematic continuity, and supporting their opinions with relevant examples and evidence. These improvements were particularly evident during classroom discussions and oral presentations.

Development of oral communication skills. The Interactive and Productive stages of the ARIP model positively

influenced students' speaking performance. Throughout the experiment, students demonstrated greater participation in discussions, debates, role-play activities, and project presentations. Their responses became more structured, communicatively appropriate, and context-sensitive.

The analysis of oral discourse revealed that students gradually reduced communication barriers and became more willing to express their opinions in English. They also demonstrated improved use of discourse markers, turn-taking strategies, and argumentation techniques during interaction.

Development of written communication skills

The implementation of discourse-oriented writing activities contributed to the improvement of students' written performance. Essays, reflective journals, summaries, and project reports produced during the experiment showed a higher degree of textual organization and coherence.

Students demonstrated a better ability to structure introductions, develop supporting arguments, and formulate conclusions. The use of cohesive devices and logical transitions between ideas also became more frequent and appropriate. As a result, written texts became more coherent, informative, and communicatively effective.

Discussion. The findings of the present study confirm that discourse competence plays a crucial role in the development of students' oral and written communication skills in English. The observed improvements in coherence, cohesion, communicative appropriateness, argumentation, and fluency indicate that discourse-oriented instruction enables learners to use language more effectively in authentic communicative situations. These results support the view of Canale and Swain, who identified discourse competence as one of the essential components of communicative competence responsible for organizing meaningful communication[2].

The positive outcomes of the study also correspond to the theoretical assumptions proposed by Hymes, who emphasized that successful communication requires not only grammatical knowledge but also the ability to use language appropriately within specific social and communicative contexts[3]. The findings demonstrate that students who participated in discourse-oriented learning activities became more capable of constructing meaningful oral and written texts and adapting their communication to various academic situations.

The improvements observed in students' oral communication skills can be explained by the extensive use of interactive learning tasks, including discussions, debates, role plays, and collaborative activities. According to Safonova and Shchukin, communicative interaction serves as a key mechanism for language competence development because it encourages learners to negotiate meaning, exchange opinions, and apply linguistic resources in real communication[4;5]. The findings of the present study support this assumption and demonstrate that interactive discourse activities contribute significantly to the development of communicative confidence and discourse fluency.

The results related to written communication are also noteworthy. Students demonstrated a higher ability to organize texts logically, connect ideas effectively, and provide supporting arguments. These findings are in line with the views of Celce-Murcia and Widdowson who emphasize that discourse competence involves the ability to create coherent and cohesive texts rather than merely produce grammatically correct sentences[6;1]. The use of discourse-based writing tasks, reflective activities, and authentic materials appears to have facilitated the development of these abilities.

Furthermore, the findings support the effectiveness of learner-centered approaches advocated by the Common European Framework of Reference for Languages. The integration of authentic communicative tasks and discourse-oriented instruction enabled students to become more autonomous language users and active participants in the learning process. Similar conclusions have been reported in studies conducted by Rashidova[7], Yo'ldashova[8], Baybabayeva[9], and Raxmonova[10], who emphasize the importance of discourse-based methodologies and innovative pedagogical technologies in foreign language education (Rashidova, 2020; Yo'ldashova, 2022; Baybabayeva, 2023; Raxmonova, 2023).

Conclusion. The present study investigated the possibilities of enhancing English language teaching methodology through the development of discourse competence among students of non-philological programs. The findings demonstrate that discourse competence constitutes an essential component of communicative competence and plays a significant role in improving learners' oral and written communication skills.

The theoretical analysis revealed that discourse-oriented language instruction provides favorable conditions for developing students' ability to produce coherent, cohesive, communicatively appropriate, and context-sensitive discourse. The review of national and international research confirmed the growing importance of discourse competence in contemporary foreign language education and highlighted the need for effective methodological solutions for its development in non-philological higher education settings. 1) Discourse competence was found to be an important component of communicative competence that contributes significantly to the development of students' oral and written communication skills. 2) The implementation of the ARIP (Analytical-Reproductive-Interactive-Productive) model created favorable conditions for improving coherence, cohesion, communicative appropriateness, argumentation, and fluency in English language learning. 3) The use of discourse-oriented activities, authentic materials, discussions, presentations, and writing tasks enhanced students' ability to produce meaningful and contextually appropriate oral and written discourse. 4) The findings confirm that the proposed methodology can increase the effectiveness of English language teaching in non-philological programs and may be recommended for wider application in higher education institutions.

Foydalanilgan adabiyotlar ro'yxati

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