

METHODOLOGY OF WRITTEN DISCOURSE COMPETENCY DEVELOPMENT FOR FIRST-YEAR FOREIGN LANGUAGE STUDENTS

***METODOLOGIA DE DESENVOLVIMENTO DE COMPETÊNCIAS DE DISCURSO
ESCRITO PARA ESTUDANTES DE LÍNGUA ESTRANGEIRA DO PRIMEIRO ANO***

***METODOLOGÍA DEL DESARROLLO DE LA COMPETENCIA DEL DISCURSO
ESCRITO EN IDIOMAS EXTRANJEROS DE LOS ESTUDIANTES DE PRIMER AÑO***

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ABSTRACT: The article focuses on the issues of methodology of first-year students' foreign language written discourse competency development. The aim of this paper is to present the results of experimental work on the development of first-year students' foreign language written discourse competency and to specify the achievements in its implementation into the educational process at the Faculty of Foreign Philology of the Kherson State University. The subject of our research project is the methodology of the development of students' written discourse competency as the basis for their written communication in a foreign language. The achievement of this goal was carried out while solving several tasks. Thus, the notion of written discourse competency in a foreign language is considered and its structure and components are clarified. The methodology of university students' foreign language written discourse competency development is presented in the form of a model which includes 5 components: target, concept, content, procedure and outcome. The results obtained in the course of the experimental teaching are given.

KEYWORDS: Discourse competency. Strategic, tactical, genre and textual competencies. Discourse skills. Written communication.

RESUMO: O artigo enfoca as questões de metodologia de desenvolvimento de competências de discurso escrito em língua estrangeira dos alunos do primeiro ano. O objetivo deste artigo é apresentar os resultados de um trabalho experimental sobre o desenvolvimento da competência do discurso escrito em língua estrangeira dos alunos do primeiro ano e especificar os resultados alcançados na sua implementação no processo educacional na

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Faculdade de Filologia Estrangeira da Universidade Estadual de Kherson. O tema do nosso projeto de pesquisa é a metodologia de desenvolvimento da competência do discurso escrito dos alunos como base para a sua comunicação escrita em uma língua estrangeira. A realização deste objetivo foi efetivada durante a resolução de uma série de tarefas. Assim, a noção de competência do discurso escrito em língua estrangeira é considerada e sua estrutura e componentes são esclarecidos. A metodologia de desenvolvimento de competências de discurso escrito em língua estrangeira de estudantes universitários é apresentada na forma de um modelo que inclui 5 componentes: objetivo, conceito, conteúdo, procedimento e resultado. São apresentados os resultados obtidos no decorrer do ensino experimental.

PALAVRAS-CHAVE: *Competência do discurso. Competências estratégicas, táticas, de gênero e textuais. Habilidades de discurso. Comunicação escrita.*

RESUMEN: *El artículo se centra en las cuestiones de la metodología del desarrollo de la competencia del discurso escrito en lenguas extranjeras de los estudiantes de primer año. El objetivo de este artículo es presentar los resultados de un trabajo experimental sobre el desarrollo de la competencia discursiva escrita en lenguas extranjeras de los estudiantes de primer año y especificar los logros en su implementación en el proceso educativo en la Facultad de Filología Extranjera de la Universidad Estatal de Kherson. . El tema de nuestro proyecto de investigación es la metodología del desarrollo de la competencia del discurso escrito de los estudiantes como base para su comunicación escrita en una lengua extranjera. El logro de este objetivo se llevó a cabo en el transcurso de la resolución de una serie de tareas. Así, se considera la noción de competencia del discurso escrito en una lengua extranjera y se aclara su estructura y componentes. La metodología del desarrollo de la competencia del discurso escrito en lengua extranjera de los estudiantes universitarios se presenta en forma de un modelo que incluye 5 componentes: objetivo, concepto, contenido, procedimiento y resultado. Se dan los resultados obtenidos en el curso de la docencia experimental.*

PALABRAS CLAVE: *Competencia discursiva. Competencias estratégicas, táticas, de género y textuales. Habilidades de discurso. Comunicación escrita.*

Introduction

The implementation of National Curriculum of a new generation into the higher education process is a reflection of the social order of a modern multicultural and information society, urging universities to create optimal conditions for teaching foreign language communication in order to solve the issues of interpersonal and intercultural interaction at the global level. The ability to communicate is an essential component of the professional competency of a future specialist in secondary education which provides university graduates with sociocultural mobility as the ability to operate freely and actively in a multilingual space to ensure intercultural interaction and cooperation. It is written foreign language

communication that is of particular importance today due to the information exchange growth, tendencies in assessing the level of foreign language proficiency with the help of written papers (the written part of External Independent Evaluation or External Independent Testing (EIT), international language exams), which makes teaching written communication one of the target dominants of language education. In this regard, teaching written communication in a foreign language should take an important place in the educational process in order to ensure university graduates' social and cultural mobility.

At the same time, our work experience and educational process monitoring show that too little attention is paid to teaching written foreign language communication in the classroom, where most of their time students spend speaking, listening, and reading. The study of foreign language training aids at our disposal revealed that they do not provide a complete set of conditions for the development of the ability to create various types of written papers according to different social and cultural situations and communicative tasks set before a student. In addition, the types of written papers used in teaching written communication in a foreign language are often limited to compositions and essays, and their structure corresponds with the standards of the students' native language and culture. These resulted in lower level of students' written skills as compared with their level of oral communication proficiency, and at the same time written tasks do not always consider the prospective addressee's individuality's characteristics, the communication situation and the communicative task, the propositional logic is irregular, which makes it difficult for students to communicate with representatives of another culture and prevents them from gaining sociocultural mobility.

In our opinion, one of the reasons is the fact that for a long time written speech has been only a means of teaching, which was and is often carried out within the framework of written speech activity, but not within the written communication in a foreign language itself. In this regard, the text addressed to the prospective recipient contains only some features peculiar to the written discourse as a product of foreign language written communication and does not fully contribute to the implementation of the writer's communicative task. This statement allows us to speak of insufficient theoretical and methodological development of the issues concerning teaching this form of communication.

Meanwhile, one of the goals of foreign language education at the university is teaching foreign language written communication as students' ability to interact with native speakers through written texts of various purposes and types. This ability can be ensured by the development of written discourse competency, which helps to realize written communication in a foreign language efficiently.

Despite the fact that many scientists (BUDNIK, 2010; KUCHERYAVA, 2004; SEDOV, 2004; CANALE, 1983; CANALE; SWAIN, 1980; VAN EK; TRIM, 1997; SAVIGNON, 1983; GOLOVAN, 2008; KOEHLER, 2001; etc.) insist on the importance of discourse competency for full-fledged communication, a number of important points remain unresolved: there is no common point of view on the place of written discourse competency in the structure of a foreign language communicative competency, on its component structure and means of defining the level its development.

As for written discourse, the ability to create which underlies written discourse competency, it is interpreted mainly from a linguistic point of view. Clarification of this concept in relation to the theory of teaching foreign languages will allow us to highlight the types of written discourse as an object of training at a university and to characterize their typological features.

The conducted analysis of the theory and practice of teaching foreign language written communication among Kherson State University students of the specialty “Secondary Education (The English / German Language and Literature)” in the sphere we are interested in allowed us to single out a number of contradictions between: the requirements for university graduates’ level of proficiency in foreign language communication formulated in the National Curriculum and their relatively low level of writing proficiency; the advancement of written foreign language communication into the target component of foreign language education and insufficient theoretical and methodological elaboration of the issues concerning the development of written discourse competency underlying it; the need to form university students’ foreign language written discourse competency and the poor development of the corresponding methodology.

These contradictions identified the problem of our research project, its object and subject.

The *object* of our study is the process of teaching university students written communication in a foreign language. The *subject* of our research project is the methodology of the development of students’ written discourse competency as the basis for their written communication in a foreign language.

The *purpose* of the study is the theoretical elaboration of a methodology of development of first year students’ foreign language written discourse competency, its implementation into the educational process at the Faculty of Foreign Philology of Kherson State University.

The achievement of this goal was carried out while solving the following tasks: to consider a notion of written discourse competency in a foreign language, to clarify its structure and components; to work out a methodology of university students' foreign language written discourse competency development and present it in the form of a model; to carry out experimental work to test the effectiveness of the designed methodology.

Theoretical framework and methodology

The analysis of the definitions of discourse competency given by different scientists shows that it is considered as 1) knowledge of various types of discourses and the rules for their construction, as well as the ability to create and understand them, taking into account the communication situation (CANALE; SWAIN, 1980; SHEILS, 1988; etc.); 2) the ability to coherently and consistently express your thoughts in situations of oral / written communication (BACHMAN, 1990; BACHMAN; PALMER, 1996; VAN EK; TRIM, 1997; SAVIGNON, 1983; and others).

In our research project we describe written discourse competency as the ability to produce texts of various genres in accordance with the communicative purpose (intention) of the writer within a given communicative situation. Four components (strategic, tactical, genre and textual) can be singled out in the structure of the examined competency.

Strategic competency involves students' awareness of the communicative intention of the writer. *Tactical competency* includes analysis of the communicative situation and planning the sequence of actions to achieve communicative goals. *Genre competency* is the ability to choose a genre that corresponds with communicative intentions and communicative situations and produce a statement in accordance with the genre standards. *Textual competency* allows students to express their thoughts as a coherent and whole statement on a specific topic.

Results and discussion

The proposed experimental model of the development of students' foreign language written discourse competency includes 5 components: target, concept, content, procedure and outcome.

The *target component* includes the goal and tasks facing the teacher in the process of university students' foreign language written discourse competency the development. The main requirement for graduates in the specialty "Secondary Education (The English / German

Language and Literature)”) is their acquiring and demonstrating oral and written communicative skills in order to solve the issues of interpersonal and intercultural interaction. In the field of written communication, this requirement implies the development of students’ ability to carry out written communication, taking into account the peculiarities of the target language written discourse and can be achieved by the appropriate level of written discourse competency development.

In this regard, the goal of the given methodology is to develop first-year students’ written discourse competency in the aggregate of its components: strategic, tactical, genre and textual, the implementation of which is achieved by solving the following problems:

- to transfer the knowledge forming written discourse competency;
- to form and develop the skills underlying the components of written discourse competency.

The result of the development of students’ written discourse competency we see in such a level of their proficiency, which will allow them to move on to its improvement, and then with time to its final development in their senior year at the Faculty of Foreign Philology, so that graduates become full-fledged participants in foreign language written communication.

The *conceptual component* defines both the content and the means of first-year students’ written discourse competency development. It represents a set of competency-based, learner- and activity-oriented, communicative and cognitive approaches, which, in turn, are reflected in a number of principles that determine the process of its formation in the course of written communication in a foreign language.

The key role among these approaches is played by the competency-based approach, substantiating the goal-result of modern foreign language education. This approach determines the goal and objectives of teaching written foreign language communication, focused on the acquisition of written discourse competency by students, as well as the characteristics of students’ educational results assessments, which become apparent, firstly, in students’ abilities to create written discourses for various purposes in accordance with their social and foreign language speech experience, addressed to the prospective recipient, in the process of solving a communicative task in a specific social and cultural situation of written communication in a foreign language, and, secondly, in their development “as individuals, independent in the design of their lives and professional tasks, in the creation of personal

meanings” (ASMOLOVA, 2013, p. 1). Such a foreign language educational process is focused on understanding and comprehending information, searching for approaches and ways of solving problems in students’ practical activities and takes into account: a) knowledge, skills and abilities necessary for the implementation of written speech activities as a means of written communication in a foreign language; b) their foreign language speech experience; and c) individual, subjective and personal characteristics.

The learner- and activity-oriented approach implies a special organization and management of students’ educational activities, aimed at solving communicative tasks in their mastering written communication in a foreign language, considering their “interests, life plans, value orientations, understanding the meaning of training for the development of their creative potential” (KULIUTKIN, 2005, p. 132). Students being the subject of written communication in a foreign language and acting as individuals with a full set of individual, subjective and personal characteristics inherent in them are at the center of the educational process. They appear to be active, conscious and independent participants in educational activities in mastering written communication in a foreign language in the process of creating a certain type of written discourse when solving a particular communicative task.

The third approach, implemented into the given methodology, is the communicative and cognitive one, implying the unity of the communication, in the process of which students create a written discourse using their social and foreign language speech experience, when solving a communicative task, and a cognitive process, including the sequence of mental actions essential in this case (observing something new, recollecting, setting up hypotheses, ideating, experimental verification and correction) (LUSHCHINSKAYA, 2011).

The main theses of the presented approaches have been implemented into a set of principles that determine the designed methodology of the development of students’ written discourse competency in a foreign language: the principle of the correspondence of teaching objectives to the learning outcomes; the principle of personal conditioning of written communication in a foreign language; the principle of the activity-based learning; principles of communicative, functional and authentic language teaching; as well as the comparative and cognitive-oriented principles.

The described approaches and the principles reflecting them determine the content component of the presented methodology of university students’ written discourse competency in a foreign language development. According to Galskova (2004), the content of language teaching is the totality of the contextual and processual aspects. The contextual aspect correlates with a variety of knowledge involved in the process of foreign language teaching.

The processual aspect consists of the skills and abilities to use the acquired knowledge for the purpose of oral and / or written communication (GALSKOVA, 2004). Let us consider these aspects in relation to the methodology of first-year students' foreign language written discourse competency development.

The structure of the *content component* of the projected methodology is represented by spheres, specific topics and sociocultural situations of foreign language written communication that determine the content of written discourses that first-year students are supposed to produce, by knowledge of written discourse competency components, and linguistic means.

We define the spheres of communication as a set of homogeneous sociocultural situations characterized by the same type of speech motives of the participants of the communication, their relationships and the communicative situation.

According to the National Curriculum, students majoring in languages master them within the framework of a) professional (educational); b) sociocultural; and c) social and everyday spheres of written foreign language communication which correlate with the types of activities mediated by written speech (professional, educational and epistolary). Within the framework of the listed areas, a certain set of topics that make up the subject of consideration in the sociocultural situation of written foreign language communication is distinguished. In this case, a topic is understood, on the one hand, as subject area, a generalized nomination of a wide fragment of reality. On the other hand, the topic is viewed as characteristics of a specific written discourse produced in a specific sociocultural situation in accordance with a specific communicative task (GALSKOVA, 2004). In our research, when selecting topics, we considered the syllabus and teaching materials of the discipline "Oral and Written English Practice". According to the listed documents, first-year students of the Faculty of Foreign Languages work within the following topics: Biography, Person: Appearance, Character and Emotional State, Study, Working day, Education, Profession, Food and Drinks, etc.

Spheres and topics are concretized in the sociocultural situations of written communication in a foreign language. They are considered as a complex whole, including a set of non-verbal (a) the goal of written communication in a foreign language, which is realized in a separate action by a communicative task (to inform, to convince, to explain, etc.); b) the subject of consideration (event, action, controversial subjective statement, etc.); and c) the relationship between the participants of communication) and speech (the presence of the necessary and sufficient language and speech material available in the sender's and the receiver's foreign language speech experience) conditions which organize the interaction of

the participants of written communication. This sociocultural situation determines the nature, direction, form and content of communication between the sender and the receiver.

Thus, for example, within the framework of the topic “Education”, students are offered a sociocultural situation that encourages them to enter into written foreign language communication with the prospective recipient: *Imagine that you are participating in a social project to teach older people computer literacy and use the Internet. You are writing an essay, which can be a part of an article in one of the English / German newspapers, aiming at convincing retirees of the necessity and benefits of computers and the Internet in modern society.*

The next item of the content component of the designed methodology of students’ written discourse competency development is the genres of written discourse, which first-year students are supposed to create within the framework of the identified spheres, topics and sociocultural situations. In defining them, we proceeded from the following statements: a) the written discourses proposed by us as an object of training (abstracts, essays, CVs, formal and informal letters) are considered; b) the first-year students’ psychological characteristics underlying their individuality are considered; and c) foreign language speech experience, i.e., the level of proficiency in the means of written communication in a foreign language.

The results the foreign language teaching process monitoring made it possible to ascertain the freshmen’s desire for argumentation and criticism. However, in their written papers, insufficient completeness, weight, and depth of the arguments can be observed; their reasoning is often replaced by events or phenomena retelling. In addition, students are rather bad at differentiating the difference between such communicative tasks as proof and persuasion; they do not fully realize the greatest degree of persuasive communication. Not all freshmen possess sufficient skills in selecting the main and secondary information, dividing the text into paragraphs, and structuring it within these limits. Difficulties are also caused by the information structure, considering the integrity and cohesion, and the means of cohesion used are often unvaried. Students pay insufficient attention to the organization of written discourse in accordance with the genre and stylistic features of a particular type, they do not always take into account all the parameters of the sociocultural situation and the characteristics of the prospective recipient’s individuality. As for their foreign language speech experience, the level of first-year students’ proficiency in written foreign language communication, as observed from their written papers, often does not exceed the CEFR threshold level (B1).

The content component of the projected methodology also includes the knowledge of written discourse competency components, namely, knowledge of a) the parameters of the sociocultural situation and written foreign language communication situation; the characteristics of the sender's and receiver's individuality and their foreign language speech experience; b) the living conditions of the linguistic community, the system of values, norms, traditions and rules of communicative speech etiquette inherent in the culture of the participants of written communication in a foreign language; differences in lifestyle, the rules necessary for stay and orientation in another country; c) communicatively acceptable means of written foreign language communication, optimal for solving a communicative task within a certain sociocultural situation; d) characteristics of functional styles, genre and stylistic features of various types of written discourse; e) means of cohesion and rules for structuring a coherent text, etc. And, finally, the linguistic means of written communication in a foreign language are the last component of the content of the designed methodology. They are represented by linguistic knowledge, i.e., knowledge of the basics of the studied language as a system, the rules for constructing linguistic and speech units into a coherent written text, concepts with different meanings in the native and target languages, as well as moral and ethical categories.

The *procedural component* of the described methodology assumes that students possess the skills of written speech activity as a means of written communication in a foreign language.

The above analysis of all the structural components of discourse competency allowed us to single out the following skills:

- to be aware of the purpose of one's own speech behavior;
- to carry out general planning of the discourse in accordance with the communicative goal;
- to analyze the communicative situation;
- to clarify on this basis the communicative intention and clearly plan one's statement;
- to take into account the parameters of the communicative situation at all stages of the creation of a written paper;
- to select the genre of the text;
- to observe the genre standards;
- to present information as a hierarchy of semantic predicates;

- to reflect this hierarchy in the text structure;
- to carry out the integration of separate parts into a single whole through the use of various signs of integrity;
- to organize a coherent sequence of sentences using lexical and grammatical means of cohesion at segmental and textual levels.

The procedural component of the projected methodology is represented by a subsystem of exercises for teaching writing various types of written discourse, the result of which should be the developed written discourse competency in a foreign language, which provides the student with the ability to carry out written foreign language communication at the level as close as possible to B2 level of the European system of foreign language proficiency levels (COUNCIL OF EUROPE, 2001).

Experimental teaching includes *three stages*: introduction, training, application (creation), followed by further practice in foreign language written communication.

The first, *introductory stage* is aimed at acquainting students with the types of written discourse, its features and structure, with a certain aspect of foreign language culture and the features of its linguistic and speech content; development of skills of identification and comparison of strategic, genre and other signs of written discourse. At the training stage, the development and improvement of written skills is carried out, and the stage of application (creative stage) followed by further practice in written foreign language communication involves the development of skills composing written discourse competency components.

At all stages, the complex training of all the components of written discourse competency (strategic, tactical, genre, textual) is carried out.

In the exercises (non-communicative: introductory, comparative and analytical) used at the first stage, students are offered a socio-cultural situation of foreign language written communication, taking into account a set of their individual, subjective and personal characteristics and foreign language speech experience. In accordance with it, a communicative task (message, explanation, approval, persuasion, etc.) the solution process of which is aimed at creating a written discourse of a certain type is set before students.

Here is an example of the exercises used in the first stage:

a) *introductory exercises*, aimed at acquainting students with the peculiarities of various types of discourse, the rules of their structuring, with a certain aspect of a foreign language culture and the peculiarities of language and speech content: *Imagine that you want*

to continue your studies in England / USA / Germany. You need to write your CV considering a few rules. Read the given information and summarize what you've read;

b) *comparative exercises*, aimed at comparing the features of one type of written discourse with other types in a target language and native culture: *You are planning to send your CV. To do this, you need to learn how to write it in England / USA / Germany. Check out the given CVs and compare them with the Ukrainian one's;*

c) *analytical exercises* involving analyzing a discourse sample to identify the studied phenomena in written samples of this type: *Imagine that you are working in an agency that helps people find work. Analyze how, in what situation and for whom the proposed CVs are written, give recommendations.*

The next, training stage is intended for the development and improvement of written skills in the process of creating fragments of written discourse of a small size and level of complexity. Exercises (pseudo-communicative: imitative, substitutive, transformational, reproductive) of this stage are also characterized by the presence of a sociocultural situation, accompanied by a corresponding communicative task, which determines the set of activities necessary to construct a written discourse of a certain type. At the same time, students perform actions on lexical and grammatical structuring the smallest speech pattern, on creating phrases by analogy and filling them with new lexical units. Then they work with fragments of a larger size, making the necessary changes, transforming the content and grammatical structure and combining them with each other to produce a complete thought in the form of a paragraph, depending on the parameters of the sociocultural situation, the communicative task and the characteristics of the prospective addressee's personality.

Here is an example of a reproductive exercise aimed at combining the studied forms of written discourse: *Read M's CV, make changes or add some information if necessary.*

The purpose of the applicative or creative stage is to develop in students the entire set of skills included in the written discourse competency component structure, in the process of creating a written discourse of a certain type in accordance with the sociocultural situation and the communicative task, considering the characteristics of the prospective recipient's individuality and foreign language speech experience. At this stage communicative exercises which involve the independent production of a written discourse in accordance with the sociocultural situation of foreign language written communication and a communicative task aimed at informing or requesting, summarizing the information received and evaluating it, as

well as presenting one's own point of view on an urgent problem, evidence of its correctness etc. are used.

Teaching students how to create a written discourse ends with further practice in foreign language written communication. At this stage sociocultural situations that imitate real written communication in educational, professional and so on spheres are created. They can take place in the form of profession-oriented role-playing games, where students, performing certain roles due to the sociocultural situation and communicative task, start written communication with their prospective addressee through a written discourse of a certain type in order to get a response from him: *Write a letter of application for a job you are interested in. Swap written papers and, already as an employer, respond in writing to a letter of application received from your fellow student.*

The implementation of the designed subsystem of exercises takes place in cycles of four lessons, united by the type of written discourse that students learn to create. The choice of such a number of lessons is explained by the fact that only a part of the lesson, about 40 minutes out of 80, is allocated for goal-oriented work on written discourse competency development. A certain complex of exercises corresponding with the stage of experimental teaching is used at the lesson and their number and sequence depend on the level written discourse competency development, as well as on the individual, subjective and personal characteristics of students, their speech experience in the field of written foreign language communication.

The outcome component of the experimental methodology is represented by the levels of the foreign language written discourse competency development (insufficient, low, sufficient and high), highlighted on the basis of the following criteria: correspondence with (1) the communicative goal and (2) the communicative situation; (3) the right choice of genre; (4) correspondence with to genre and stylistic standards; (5) structure; (6) cohesion.

Let us give an example of the levels of discourse competency development according to the criteria of correspondence with the communicative goal and genre and stylistic standards:

The criterion of correspondence with the communicative goal: insufficient level – the presented text does not correspond to the communicative goal defined in the assignment; low level – the students are not sufficiently aware of the communicative goal set before them, a different communicative goal is mainly realized; sufficient level – the text corresponds to the given communicative goal; secondary or additional goals are not fully achieved; high level – the text is fully adequate to the communicative goal(s).

The criterion of correspondence with genre and stylistic standards: insufficient level – the genre and stylistic structure of the text does not correspond to the target language standards; low level – flagrant violations of genre and stylistic standards, elements characteristic of other genres are observed; sufficient level – genre and stylistic standards are generally observed, there are some insignificant mistakes; high level – the genre and stylistic structure of the text fully corresponds to the target language standards.

Conclusion

The effectiveness of the designed methodology of first-year students' foreign language written discourse competency development was tested during a training experiment (2017 – 2019), which included 3 stages.

Kherson State University was used as the base of the study. 103 people (students, lecturers of the Faculty of Foreign Philology) took part in the experimental work.

At the first stage, pre-experimental (entry) testing which made it possible to identify the level students' written discourse competency development was carried out. The second stage represented a teaching experiment itself. During the experimental training, formative tests in order to observe the dynamics of students' discourse competency development and achieve the most stable results of the implementation of the designed set of exercises were carried out. The third stage was represented by post-experimental (final) tests.

The comparison of the data of the pre-experimental and final testing showed a positive dynamics in first-year students' foreign language written discourse competency development – a 13.6% increase in its level – and thereby confirmed the effectiveness of the designed complexes.

The results obtained in the course of the experimental teaching confirm that the developed technique is capable of increasing the level of first-year students' foreign language written discourse competency and thus to ensure the development of students as subjects of written communication in a foreign language.

Prospects for further research can be connected with the adaptation of the designed model (senior courses) and its implementation into the process of further development of students' foreign language written discourse competency.

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