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## **Development of Foreign Language Professionally Discursive Competence of Future Diplomats**

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### **Abstract**

The topic of discursive foreign language skills is a major problem that needs to be studied in the context of a new educational paradigm. On the basis of analysis, the authors allocated the component of foreign language professionally discursive competence of future diplomats. Based on communicative tasks and project-based activities, the principles of future diplomats' foreign language professionally discursive competence formation were developed. A cognitive approach in pedagogics is aimed at the development of the entire set of intellectual abilities and skills and impacts the tuition process along with the ability to be adapted to the new conditions. The survey that allowed to check the effectiveness of this model was conducted. As a result of implementing this model, the structure of the foreign language professionally discursive competence of future diplomats was being formed. The project-based activities and communicative tasks had promoted the necessary conditions for an increase in the levels of readiness for the realization of future diplomats' professional activities.

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## 1. Introduction

A lot of methods can help to perceive the influence on developing the foreign language professionally discursive competence of future diplomats. The communicative approach starts from the theory of language as communication. It is a British language teaching tradition that dates back to the late 1960s. Communication relies on such processes as exchanging information, resolving meaning, and interaction. Various role-plays, simulations, and task-based exercises can be used. Communicative language education promotes authentic communication in the classroom. It involves visual or graphic elements such as posters, advertisements, newspapers, and TV/newspaper commercials (Evertson, 2006; Mighani & Moghadam, 2019).

According to the lingua-cultural approach, language is not an autonomous construct but social practice that creates and is created by the structures and forces of the social institutions. As culture and communication are inseparable, language dictates who talks to whom and how the communication proceeds. Language also helps to determine how people understand messages depending on the meanings and the circumstances. Various messages may or may not be sent, noticed, or interpreted. Culture is the foundation of communication. The essential aspects of future diplomats' development are integrated into the concept of 'professional competence'. Studying this phenomenon, the authors have found that it has a universal character and studied different variants of the meaning of this concept. It seems reasonable to define 'professionalism' by focusing on the most common dictionaries. Webster defines the term 'professional competence' as possessing a good degree of knowledge, expertise, or training (Merriam-Webster Dictionary). According to Zhao (2014, p. 170),

Professional competence is not a simple objective fact but an individual character. Professional competence determines the speed of the process in which people master the important skills required by conducting activities, its difficulties, and consolidation. It is a contextualized ability to respond adequately to specific professional situations and demands. (p. 170)

According to Mulder (2017, p. 111), "professional competency is an element of competence as well as its characteristic. A competency is a part of generic competence. It is a coherent cluster of knowledge, skills, and attitudes which can be utilized in real professional contexts". The concept of 'professional competence' was classified by Coghlan (2019). Within the frame of professional competence, the scientist allocates self-competence, specialized competence, methodological competence, and social competence. Competence consists of a number of components. It is based on the facts. It is formed in the family, business, and social environment. Motivation is important. The willingness to overcome problems is essential (Dewey, 1904; Chaklikova, 2009; Smakova & Islam, 2019). The analysis of this issue made it possible to understand that the process of developing foreign language professionally discursive competence of future diplomats presupposes the formation of creative individuality, capable of implementing professional discourse in terms of changeable situations.

The primary objective of this project-based activity was to create such an atmosphere in which the prospective diplomats would be involved in the process in which they are assisted in developing problem-solving skills, strategic thinking, and defining their own research needs for the ultimate outcome. The emphasis was placed on the whole process from the start to the final product in which the future diplomats were facilitated to work collaboratively in groups to achieve success. Project-based activity is a way to form motivation that contributes to the discovery of new things about a person and the world around them. It brings satisfaction and creates an environment where future diplomats explore their professional world, interact with it, and connect it with their personal environment.

The purpose of the research was to develop the principles of future diplomats' foreign language professionally discursive competence formation based on communicative tasks and project-based activities. Throughout the whole process, future diplomats had explored new things they needed to learn and things they were required to apply, realize, share, and perform. Thus, the purpose was to ensure that future diplomats

have the linguistic competence to use the correct and appropriate system. Exercise and practice levels were completely at the discretion of the instructor. The tasks and activities allowed the learners to meet the program goals, which could bring the learners together.

## 2. Theoretical Framework

Brahimi (2011) introduced the concept of *competency* from a constructivist perspective and divided it into three key factors:

- knowing how to act, which includes a combination of relevant and appropriate resources (knowledge, abilities, and networks);
- the willingness to act, which refers to the intrinsic motivation and involvement;
- the power to act, which falls within the individual, social, or professional situations and conditions that prompt an individual to take responsibilities and share them with outer resources.

Chaklikova (2009) shared a common consensus and considered *competence* as knowledge, a set of interrelated skills and abilities that include a variety of responsibilities, roles, and objectives the individual should develop within the educational process. It is an ability to effectively perform and produce acquired knowledge, skills in real-world tasks or activities that may be connected to any area of existence. It is a system of propensities, abilities, and skills that are essential for the achievement of specific individual goals as well as for integrating the abilities within a social group (Lotman, 2000). Spitzberg (2010) defined *competence* from a behavioral perspective and described it as an ability or a set of behavioral skills. However, he further explains that the same behavior or ability can be considered competent in one context and incompetent in another one. It can be applied to real-world, online, or virtual interactions with people who have specific cultural backgrounds.

Hence, the process of acquiring competences is a life-learning process and includes cognitive (knowledge, skills), functional (ability to apply knowledge), personal (behavior, manner), and ethical (ability to perform a behavior at an appropriate level) components. Lotman (2000) showed an element of competency as any aspect of an individual. In learning and/or a

work environment, it led to a successful mission and operation. This requires special expertise, thought processes, behaviors, and skills (Freire, 2018; Fried-Booth, 2002). In accordance with Kunanbayeva (2010), competence is a complex set of features. In this case, it is a dynamic combination of one's own perceptual, educational, and personal background. Otherwise, it is difficult to develop simply by offering exercises to the subject as an intellectual of work. Various circumstances should be introduced for the student. It needs an ever-increasing level of competence with regard to behavior, assessment, and reflection (Rogers et al., 2013).

After the analysis of various definitions of the terms *competence* and *competency* described by different scholars, it can be summarized that these terms are interdependent and interrelated. They are understood as ultimate learning outcomes and cannot be considered separately. Therefore, the concepts of *competence* and *competency* represent a complex integrated system of theoretical knowledge and practical skills where they complement each other. *Competence* is the ability to acquire knowledge, significant personal qualities, abilities, skills, attitudes, and values, and *competency* is the knowledge of how to perform them in real life appropriately and accurately in order to demonstrate effective performance in professional activity. *Competency* indicates the extent to which an individual can appropriately participate in professional and real-life contexts.

In connection with the above, a new concept, such as discursive competence, arose, which has become an essential issue in a number of studies. According to Chomsky (1965),

Discourse competence is the knowledge of how to produce and comprehend oral or written texts in the speaking/writing and listening/reading modes. It is the knowledge of how to combine language structures into a cohesive and coherent oral or written text of different types. Thus, discourse competence deals with organizing words, phrases, and sentences in order to create conversations, speeches, poetry, email messages, newspaper articles. (p. 37)

Kunanbayeva (2010) considers discourse competence as a part of intercultural

communicative competence, which includes cognitive, linguacultural, sociocultural, communicative, and conceptual sub-competences. The cognitive sub-competence implies the formation of new cognitive structures of knowledge and conscience. With the help of cognitive mechanisms, the aspects of another culture are perceived through the prism of the native one. This is where a contradiction between initial and secondary socialization arises. It is necessary to form secondary cognitive consciousness. The study is formed in the process of so-called resocialization. Lingua-cultural sub-competence implies the formation of new linguistic-based structures on the native culture and language. This principle suggests that the native language of the learner is acquired subconsciously while the foreign language (FL) is learned consciously on the basis of mental frames (Hymes, 1966; Jacobson, 1960; Ogoltsova, 2009; Spitzberg, 2010).

Project-based learning is one of the crucial developments over the past few decades. In learning technology, an educational revolution has taken place. The historical roots of project-based learning go back to the late 1890s in experiential education, which was originally conceived by American psychologist and educational reformer Dewey (1904). Dewey is considered the father of the project approach, which was developed further by his student. Dewey was particularly critical of education based on transmitting knowledge to the students. He emphasized the connection between education and real-life, theory and practice, mainly focusing on the idea of learning by doing. He focused on real-life situations in an educational environment (Mulder, 2017). Consequently, the content and the topics of the projects are selected by students and are often interdisciplinary in nature. As a result, it activates a learning process in which the students take on some responsibility for designing their studies, which prepares them for real life.

Among many scholars who supported the theory of project-based learning, another prominent educator, a critical educational theorist Freire (2018), should be noticed. He sharply criticized the education system and called it the banking concept of education. Students were seen by teachers as hollow

containers that should be filled with information. As a result, Freire pointed out that knowledge is a privilege bestowed on those who consider themselves knowledgeable by those who consider knowing little (Coghlan, 2019). In other words, the student is supposed to write down and memorize information directly without understanding its real significance and without asking questions.

Cognitive and behavioral theories of learning indicate that knowledge, thinking, experience, and the environment for learning are inextricably tied. Learning, which is a part of the active social life, occurs in a person's social community and culture by actively realizing their environment, where information is not merely transmitted from teacher to learner but gradually and consciously constructed in the learner's mind. Interaction with relevant issues and peers prompt learners to have the desire to explore, produce new solutions, and share their experience. Thus, it improves the process of learning and showing to educators which approach is needed to amplify the abilities and skills of students effectively.

Thereby, fundamentally project-based learning is a student-centered method based on a dynamic and constructivist approach that engages learners with real or realistic content where they construct their learning process and plausible solutions addressed to the content and the effective applicability for professional guidance. For that reason, project-based learning has been promoted as one of the teaching methods that engage students in the studying process. It can be productively applied to educational systems to assist learners in enhancing social and intercultural competencies. Hence, it integrates skills into the content. Fried-Booth (2002) believes that project works establish the framework for creating the opportunities for learners to use all their potential and even more beyond educational institutions, which is one of the essential elements of developing professional motivation (Chomsky, 1965).

### **3. Methodology**

#### **3.1. Participants**

The model proposed by the authors was implemented during lessons at Ablai Khan University of Kazakh International Relations

and World Languages. The authors surveyed 60 students of the Ablai Khan University of Kazakh International Relations and World Languages. The control group was 27 students, and the experimental group was 27 students with low or average levels of readiness to realize the professional activities. The surveys conducted by the authors confirmed this fact.

### 3.2. Instruments

The sociocultural sub-competence implies the formation of a sociocultural cluster of secondary construction of knowledge (the norms of behavior, relations, stereotypes, and system of knowledge). It pervades the whole process of foreign language education from the beginning to the end. It is aimed at the formation of a bilingual personality whose ability to communicate is impossible without

sociocultural knowledge based on the comparative study and analysis of cultures. The conceptual sub-competence is responsible for the formation of interrelated concepts in secondary linguistic consciousness. The communicative sub-competence serves as a lever, stipulating the work of all methodological sub-competences and combining all cognitive aspects of structural knowledge. The synthesized cluster of structural knowledge is referred to the formation of the personality of intercultural communication. The communicative turn refers to the ability to speak a foreign language in a manner that follows the established standards of communication between native speakers. The component of foreign language professionally discursive competence of future diplomats can be seen in Table 1 (Zimnyaya, 2009).

**Table 1**

*The Components of the Foreign Language Professionally Discursive Competence of Future Diplomats*

No.	Components	Content of component
1	Motivational	The recognition by students about the importance of foreign language professionally discursive competence for their future profession. An ability to use a creative approach in solving professional problems on the basis of innovative technologies. The availability of professionally significant, personal qualities (high level of cognitive and internal motivation development and adequate self-assessment).
2	Cognitive	Knowledge, abilities, skills, and competences, which are formed within the frame of professional training. An ability to activate and integrate foreign language into the content of professional activities.
3	Procedural	An ability to solve problems within the frame of the content of diplomacy. An ability to develop personal experience of creative activity within the frame of the research activities.

Based on the components, the authors decided to build the model of foreign language professionally discursive competence development. Modeling as a method of research is widely used in humanitarian sciences. Modeling is the process of developing and constructing scientific hypotheses on the nature of the phenomenon under investigation. Modeling is used when it is impossible to investigate any properties and functions of the research object. It is a method of indirect knowledge when the information about the object under research is obtained by studying proxy ones. Thus, a model serves as a kind of tool for cognition. A model is a connecting link between a researcher and the object of the research. It is a means for conducting the research. It is necessary to note a number of requirements. When designing a model, the following should be considered. The model has to be consistent with the characteristics of the

original phenomenon. To be valid, the model should be able to explain the phenomenon it attempts to describe. The model should be similar to the simulated object. It should be rational in the sense that all relevant sources are used during the model's application. The authors defined accuracy as an ability to perform required operations in the course of studying an object and finding the results.

During construction, the similarities and differences between the modeled object and the original object should be noted. The researcher has to have a deep understanding of the original object. The original object's cognitive potential has to be determined. The model has to reflect the appearance and function of the original object. These objects should not be identical. In order to construct a model, the authors developed the communicative tasks and project-based activities based on the principles

of future diplomats' foreign language professionally discursive competence formation. In light of the development of a cognitive approach in pedagogics, such a concept as a constructive study is aimed at the development of an entire set of intellectual abilities and skills and gives rise to the tuition process along with the ability to be adapted to the new conditions. This principle allows the combination of natural, subjective, mental, and rational foundations of an individual into the whole by interrelated activities, discussions, considerations, and self-control. It intensifies the efficacy of the developing intellectual system of the personality.

Problem-based learning as a method implies not only the obtaining of new knowledge but also learning new ways of action. This type of learning shows what actions are necessary for the successful implementation of certain aspects of the learning process. Problem-based training examines the features of obtaining information by solving a problem situation. Matyushkin (1971) noted that a certain mental state in which a particular task is performed involves the exploration (assimilation) of new information on the subject, methods, or conditions of the task. Assimilation or discovering something new, in this case, coincides with the changes in the student's mental state, which is a micro stage in their development (Kunanbayeva, 2010). The principle of reflective and active learning within the frame of a new paradigm of education determines a specific type of relationship between teachers and students of the university: a subject-subject relationship that certainly incurs significant changes in the organization of the educational process. It should be noted that a student as a subject of their own learning activity has to be able to exercise self-control, reflection, and self-evaluation. It includes such mental processes as analyzing, synthesizing, comparing, and generalizing. Reflection is a meta-cognitive process. It is a phenomenon of human thinking aimed at analyzing the ways of human cognition and awareness (Bagherzadeh & Tajeddin, 2021; Zhao, 2014).

The founders of the competence approach in teaching emphasize the role of contextual training. The changes in social and working environment require that a specialist is

competent in the field of their research and educational activities, tolerant to cultural differences, adaptable to new situations, and responsible for the quality of their work. Within the frame of this research, the authors decided to find the level of the future diplomats' realization of the importance of foreign language professionally discursive competence and whether they understand that this competence is a part of their future professional activities.

### 3.3. Procedure

Firstly, the authors surveyed 60 students in Ablai Khan University of Kazakh International Relations and World Languages. They were asked to answer the question of "Can you accept FL professionally discursive competence as an integral part of future professional activities?". The answers would show if future diplomats consider the need for and importance of professional foreign language competence as important.

Then, before implementing the authors' model, the students were divided into two groups (control – 27 students and experimental – 33 students). They were questioned with the purpose of finding out their foreign language proficiency level. The quiz for each group consisted of the tasks of different types that allowed to define students' skills to understand the concepts, reproduce them in different communicative situations, reproduce their definitions, classify and compare the concepts, and accumulate the information and metalinguistic skills. The results of the quiz were rated on a 100-point scale and converted to the scale of three levels where 0-35 points were standing for the low level of the students' foreign language proficiency, 36-70 points were standing for average, and 71-100 points for high level.

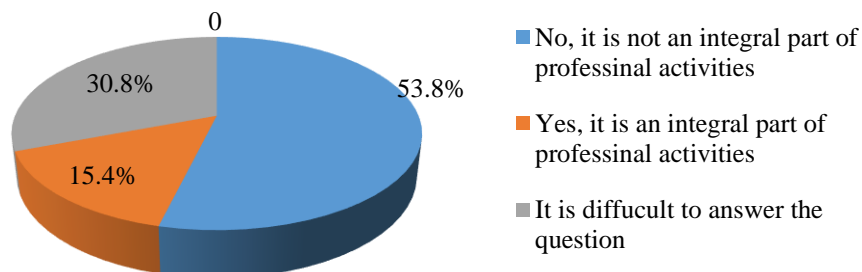
The second quiz was conducted after the 8<sup>th</sup> lesson that allowed analyze the middle results of the authors' model. The third quiz was conducted after the 16<sup>th</sup> lesson to analyze the final results of the model. The procedure for all three quizzes was the same.

## 4. Results and Discussion

The authors conducted a survey about foreign language professionally discursive competence among the students (Figure 1). The survey

showed that foreign language professionally discursive competence was out of question in educational programs of universities. The situation has to be changed as soon as possible.

The authors believe that the model of foreign language professionally discursive competence development can improve the situation.



**Figure 1**

*Answers to the Question "Can you Accept FL Professionally Discursive Competence as an Integral Part of Future Professional Activities?"*

The skills required for future diplomats should be determined to construct a model of research competence. The motivational stage is the first stage of the formation of analytical skills. Among these skills, the main ones can be highlighted: the ability to set the goals, analyze the problem, divide facts into important and insignificant ones, compare them, and make conclusions. The preparative stage is necessary to form instrumental and technological skills, which involve the following: an ability to use various technical devices and computer technologies and a capacity to derive information from various sources and represent information in a generalized form and use it efficiently. These skills are multifaceted. Considerable intellectual development, a manifestation of such qualities as abstract and algorithmic thinking, self-reflection, and self-determination are required in order to develop such skills. For example, a choice of relevant information requires the development of such personal qualities as independence and criticality. Different types of actions are necessary as well, such as the ability to act autonomously, use interactive modes, enter various social groups, and operate within them.

The competence formation stage stipulates the development of compressive-synthesizing skills, which consist of text-formative, text-perceptive, and interpreting skills. The final stage of competence formation is a stage of pragma-oriented nature which has to be constructed on the basis of the creative

technologies. This stage involves an ability to provide objective arguments in oral or written format. These skills are developed through self-reflection and the ability to defend a student's position through rational argument. Thus, it can be concluded that foreign language professionally discursive competence is a complex and multi-dimensional component of the professional competence of an expert, which consists of a number of inherent skills and can be formed on the basis of certain personal qualities.

The proposed model was tested through experimentation at Kazakh Ablai Khan University of International Relations and World Languages. Sixteen lessons (32 academic hours) in the natural learning environment of the universities in accordance with the schedule were conducted in each experimental and control group. The experimental group consisted of 33 participants, all of whom were students of Ablai Khan University of Kazakh International Relations and World Languages. The control group consisted of 27 students of the Ablai Khan University of Kazakh International Relations and World Languages. In the control group, the lessons were conducted using the established curriculum and methods. During the planning stage of the experiment, the authors have differentiated variable and non-variable dimensions. The model proposed by the authors and constructed with the use of communicative tasks and project-based activities, which have been

implemented in the experimental groups, was a variable dimension in the experiment. A system of tasks developed by the authors and the number of hours were the non-variable dimensions. In the experimental groups, the learning course and content were formed in accordance with the model proposed by the authors, which was presented in four stages and a set of exercises (Matyushkin, 1971).

*Exercises to control the understanding of concepts and reproduce the definitions in the contexts:*

- 1) What is the main function of negotiations?
- 2) Negotiations are the best way of finding a resolution.
- 3) Can you agree with the statement?
- 4) What kind of negotiations do you know?
- 5) What is the main reason for using negotiations?

*Exercises for the formation of metalinguistic skills to use definitions in different contexts:*

People use negotiations in conflicts regulation because:

- a) They want to get rid of conflicts.
- b) Negotiations are the only way of solving problems.
- c) Negotiation is aimed at conflict management.
- d) Negotiations may settle disputes to the satisfaction of both parties.

*Exercises for the reproduction of concepts in terms of different communicative tasks:* Jon and his boss are going to negotiate with their partners from the East. What advice can be given to Jon and his boss? Their knowledge of Asian culture is at a very low level. They have never been to Asia before, and they have never interacted with the Asian people.

*Exercises for classification and concepts comparing:* If the countries have many conflicts with each other, the international organizations will interfere in the process and can make the situation worse. Or does their mission consist of conflicts prevention, management, and resolution?

*Exercises for accumulation of information:* Make up the report about the negotiations in the system of effective international conflict regulation, about different types of negotiations, or about the purposes of the OSCE creation.

*Exercises for communicative intention realization:* Choose the best variant of the beginning of the negotiation process, comment your choice: a) Will Komen. It is my pleasure to welcome Chancel Merkel to our negotiation. We had a very productive discussion in the oval office, and our meeting will continue this afternoon. b) I want to thank president Bachelet for taking the time to visit me today. c) It is my pleasure to welcome you to our negotiation. I think we should start the process now. Perhaps I could give you some background information about this.

At the final stage, the students had to present an independent research project. The work was carried out in mini-groups of 3-5 students, and each group was engaged in the implementation of the idea that had been suggested by previous tasks. The study consisted of three steps. The first step was the planning phase, in which the issue of determining the direction of the study was addressed. The organizational stage of the project determined the periods for the project implementation and its sections, methods of the research, and allocation of the responsibilities among the students within the mini-groups. During the analytical stage, the students realized the independent research activity of the topic using different data collection, including working with special literature and online sources, students' personal experience, consultation with experts, observation and questioning, and interview analysis. At this stage, the analysis of the information received has been conducted. Each student created a blog on their topic, which served as their personal datebook.

Each student kept their blog for the analysis of the work and for the presentation of interesting facts they had found discussing the problem with interested users. The next stage was a stage of information consolidation. The students used their wiki page as a canvas for collective work where each of them posted necessary information and corrected and explained the already added information. The project's outcome was a collaborative article that was accessible online. At this stage, the students were able to apply their creative skills to select the most optimal method of presentation, which could be in different formats. In this study, the authors found that the pedagogical process is effective in improving students' ability to



communicate in a foreign language. The first quiz did not reveal a decrease in the number of

students with low foreign language proficiency (Table 2).

**Table 2**  
*Level of Foreign Language Proficiency among Students (%)*

Survey No.	Experimental Group			Control Group		
	Low	Average	High	Low	Average	High
1	68	32	0	81	19	0
2	15	62	23	72	20	8
3	0	57	43	69	16	15

The results pointed out that knowledge and skills which can be acquired in the course of higher institution disciplines within the existing programs and standards are not enough for the effective formation of foreign language professionally discursive competence. This fact defined the necessity of the organization of the experimental-pedagogical work subsequent stages. The system of project-based activities and communicative tasks helped to form foreign language professionally discursive competence of future diplomats. Then the second quiz was carried out to define the dynamics of changing the levels of readiness to realize the professional activities. It allowed for defining the reduction of the number of students with a low level of professional motivation (15%), the growth of average level (62%), and the growth of respondents with a high level of readiness (23%). The important role in this stage belonged to communicative tasks and project activities (Table 2).

The work continued according to the principles of project-based learning. Here the system of practical tasks assumed the actualization of cognitive and procedural components of professional motivation of future diplomats. The results of the third quiz showed the growth of the number of students with a high level of readiness and a considerable reduction of the number of respondents with low and average levels. It demonstrated the efficiency of communicative tasks and the project-based activities developed by the authors.

The comparison of the results revealed positive dynamics of change. The initial survey showed a low level of foreign language professionally discursive competence (68%), while the final survey reflected positive changes in the level of readiness (Table 2). It has shown an increase in the number of examinees with a high level of readiness to carry out the professional activities

through communicative tasks and project-based activities (43%), a reduction of the number of examinees with a low level, and an increase of the number of examinees with an average level of readiness (57%). The above-stated data were received in the course of experimental and pedagogical work and allowed for drawing the following conclusions: the objectivity of the structure of the foreign language professionally discursive competence was confirmed. Project-based activities for the development of the foreign language professionally discursive competence of future diplomats developed by the authors promoted the creation of necessary conditions for an increase in the levels of readiness to realize their professional activities.

The most intensive development of the foreign language professionally discursive competence of future diplomats occurs through organizing their cognitive activity. In order for specific cognitive functions to develop, appropriate incentives had to be provided. Cognitive curiosity is the most important factor in education. It requires the activation of cognitive interest through the use of preferred modes and techniques. For the further activation of cognition, it is necessary to consider the essence of the cognitive activity and ensure the process of material understanding. The development of cognitive activity presupposes the activation of mental activity and logical thinking. The objects were Compared and systematized, and the experimental students' activity and logical inquiry were used in this context. Creative thinking as the highest level of activation of students' cognition predetermines the use of the problem-based exercises and the research tasks with various forms and means of activating cognitive activity considered in work. The use of teaching methods aimed at updating personal experience and involving students in creative activities determines the possible optimal participation of students in various forms of

education. To introduce the materials effectively, it is important that the instructor considers the meaning and expediency of the techniques used to collect data, formulate problems, and find solutions.

## 5. Concluding Remarks

The issue of the foreign language professionally discursive competence development of future diplomats is a significant problem, which requires an empirical study in the context of the new paradigm of education. The approaches, standards, and phases for designing a foreign language model are defined as the education of future diplomats using project-based practices and communicative tasks. The issues of the readiness of future diplomats to realize their professional activities in the context of the new paradigm of education relying on motivational, cognitive, and procedural components were revealed. To construct a model of research competence, it was important to determine the skills, which should be developed in future diplomats.

The motivational stage of the model gives rise to the formation of analytical skills. It is an ability to set the achievable goals, analyze the current state of a problem, search the necessary information, analyze the obtained information, highlight the most important facts and omit the insignificant ones, systematize the knowledge, compare facts and draw conclusions, and critically evaluate the received information. The preparative stage was necessary to form an ability to extract information from different sources, represent information in a generalized form, and use it efficiently. Considerable intellectual development, the manifestation of abstract and algorithmic thinking, self-reflection, and self-determination are required. The third stage of competence formation stipulated the development of compressive-synthesizing skills. The final stage was a stage of a pragma-oriented nature which involved an ability to provide objective arguments in oral or written format.

In order to check the effectiveness of this model, the authors conducted a research survey. The data received showed that the structure of the foreign language professionally discursive competence of future diplomats was formed. It led to rapprochement of the motivational, cognitive and procedural aspects of training.

Project-based activities and communicative tasks for the development of foreign language professionally discursive competence of future diplomats developed by the authors promoted the necessary conditions for an increase in the level of readiness to realize their professional activities.

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