

**MULTICULTURAL ASPECTS OF IMPROVING STUDENTS'
DISCOURSE COMPETENCE**

Annotation: There are number of ways to improve students' discourse competences (written) in the period of their learning and research: it is clear that there are some issues that a huge number of student's face, as written academic discourse is definitely a form of writing unfamiliar to many students. What does it mean? Why should it be important? As a general principle, people who use a language will need not only to communicate orally but in written contexts as well: indeed, these constructions should be built on solid, rigorous foundations. However, learning or studying the case of students' needs won't be enough without an awareness of multicultural aspects. Initially, it would be necessary to see what is the 'multicultural' relating to several varieties of culture or cultural elements which manifest themselves in a multicultural society. Education is the most crucial aspect of these findings: in this view the cultural dimension is also the most important aspect of any acquired language. In order to reach the desired result of learning a target language, the form of writing will, certainly, be a priority. Discourse brings culture with itself, there is no language without culture. The aim of this research is to improve students' written discourse in an uncomplicated way. It will make reference to experiences observed and used during the teaching of mixed level learners, and experiments with variorum types of methods: writing essays, using technologies and interviews were taken from the students of universities in order to show the requirements for an individual approach. This scientific work will definitely impact on written discourse competence, while also bringing visual outcomes into consideration.

Key words: Discourse competence, writing skills, multicultural aspects, modern methods, approaches of discourse (written) competencies, the usage of technologies, problems in writing, the methodology of writing.

Discourse is an ambiguous term of the humanities, in which the subject of study directly or indirectly involves the study of the functioning of the language - semiotics, literary criticism, linguistics, ethnology, sociology, anthropology, philosophy. There is no unambiguous, universally recognized definition of the concept of "discourse" that would cover all cases of its use, and perhaps this is the reason for the wide popularity of this term in the past few decades: various understandings, connected by non-trivial relations, quite successfully satisfy various kinds of conceptual needs, modifying traditional ideas about dialogue, speech, style, text, and even language. In 1999, a collection of works dedicated to the French school of discourse analysis was published. In the introductory article to this work, P. Serio lists eight different understandings. Also, the stress in this term has not yet settled down - the most common stress is on the second syllable, but the stress on the first syllable is also not uncommon. There are three main classes of use of the term "discourse" that can most clearly be distinguished, which correspond to various national traditions and the contribution of specific authors. The first class includes directly linguistic uses of the discourse term. Historically, the first use of this term was in the title of an article by the American linguist Z. Harris "Discourse Analysis", which was published in 1952. But the full term "discourse" became in demand in linguistics approximately two decades later. The actual linguistic uses of the term themselves are diverse, but in general there are attempts to develop and refine the traditional concepts of text, speech and dialogue. There are three types of discourse: Oral Written Mental. The most important distinction in the classification of discourse is the opposition between written and oral discourse. First of all, such a distinction is connected with the transmission channel: in written discourse - visual, in oral - acoustic. Sometimes the difference

between written and oral forms of language use is equated with the difference between text and discourse, but this confusion is not justified.

Research review on learning the construction of multicultural competence by teachers during teaching effected by an approach of professionalization (Le Boterf, 2002 and 2004), it the construction of multicultural competence, as perceived by teachers during teaching placements. The concept of discourse competence and learning theory “Experiential” (Kolb, 1984) underlies this qualitative research. One emerged model of intervention during teaching students is likely to contribute to the construction of the multicultural aspects of future teachers. In a learning paradigm centred on the learner (Astolfi, 2003), the educational intervention should take into account the individual characteristics of learners, such as age, gender, culture, personality, type of intelligence. As a constituent element of the personality, culture, in its sense of "system of symbols, traditions, norms and institutions", is one of the individual differences (Royce and Powell, 1983, 62, translation). Several studies have pointed out that culture determines how we learn (Kennedy, 2002; Ramburuth and McCormick, 2001). Education policy makers have included it as a differentiating factor between students, among the aspects to be considered when practicing the teaching profession (Ministère de l'Éducation du Québec, 2001; Ontario College of Teachers, 1999). Viewed from a perspective of social criticism, the treatment of ethno cultural differences in the education system is at the heart of research in multicultural education. Tinged of inherent ideological biases and social demands, the problem of discourse competence reveals its significance in the context of the increasing diversification of the Contemporary Canadian Society (Statistics Canada, 2003). Research in multicultural education has examined, among other things, how future teachers are prepared to work in multi-ethnic environments. The legitimacy of this training, the contents of the learning and their stability, the pedagogical methods used, the curricular analysis of programs representations of key stakeholders on ethno cultural diversity, and their impact on teaching and learning are topics of interest. Yet few studies deal

with the contribution of professional teaching to the multicultural training of future teachers. Sometimes evaluative, when they aim to report on the level of satisfaction of related trainees with their learning. Sometimes exploratory, when looking at learning pathways (Moldoveanu, 2006) or conceptions of the multicultural skills of trainees (Mukamurera, Lacourse and Lambert, 2006), research on multicultural training in teaching internships most often adopt a self-perception approach through cases as a discourse competence. These studies highlight that improving discourse (written) competence in multi-ethnic environments lead to an awareness of future teachers to the differences and the means that a teacher could deploy to adapt his/her educational approach to the diversity of his/her class group (Cook and Van Cleaf, 2000; Duarte and Reed, 2004;).

Through this study, we mainly aim to examine and formalize the process of building the multicultural aspects of discourse competence of future teachers in the context of teaching internships; it also looks at the factors which influence it. How do student-masters perceive their learning path of a pedagogical approach, sensitive to multicultural differences? What are the factors influencing the construction of multicultural competence of future teachers during teaching placements? What learning models future participating teachers would prefer? Here are the main questions to which this article will propose answers, in observing the following four steps: as a first step, we will specify the theoretical framework underlying. Second, we will describe the research methodology used. The presentation of the results and interpretation in the light of the theoretical framework chosen will be followed by conclusions, which will also suggest avenues for future research. This research took place in Uzbekistan. The program followed by the participants lasts four-academic year. In order to be eligible, candidates must hold a first degree in university cycle. Structured in two terms, the program includes theoretical courses on learning, on the education system and didactics courses of different subjects offered to two terms and two teaching

placements of four weeks each (in the fall and spring), carried out under the supervision of an associate teacher and an internship supervisor attached to the faculty education.

This study is based on two fundamental concepts: the discourse competence of a student and the construction of professional competence. It will be explained in the following competence, each of these concepts. The multicultural aspects of improving students' discourse competence. Our research is part of a perspective of students' writing from the outset regulated around the concept of professional competence (Paranoid, 2004, Jonnaert, 2002; Mellouki and Gauthier, 2005). The available resources axis would refer to both the personal resources of the professional (skills, qualifications, knowledge) and the resources of environment. Ultimately, the axis of reflection exhibit would introduce the necessary distancing for the professional tutors to understand the actions why and how, after that he can self-regulate his responses to unexpectedness. When it comes to challenging the multicultural aspects of discourse competence of students, research rarely deals with all aspects mentioned above.

Conclusion. This study proposed a formalization of the process of building multicultural aspects of discourse competence of the students mostly, as perceived by student-masters during study period. Analysis of results identified the learnings achieved and the factors which influenced them. Interpreted from the perspective of experiential learning the journeys of the nine participants are proving to be incomplete, mainly because of the lack of specific framework. A model supervision during teaching courses inspired by the theory of experiential learning emerged from this research. According to the participants, these suggestions would lead to the construction of the multicultural competence of future teachers, a professional dimension considered like important in the current global context. Conducted with a small number of participants and taking into consideration only the point of view of the student-masters, this study will not be able to claim the generalization of its conclusions. Future descriptive research may

inform the proposed model for the construction of the multicultural competence of the teacher by using a larger number of participants and by adding categories that appeared to be significant. The perceptions of associate teachers and practicum supervisors should also be considered. In an approach of action research, the proposed model of supervision of trainees could be experimented with in teaching in order to verify its transferability to the construction of skills other than multicultural competence. As well as the written competence is the fact of good skills which shows the reality of multicultural relation.

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