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METHODOLOGY OF TEACHING DISCOURSE READING IN A FOREIGN LANGUAGE TO STUDENTS OF SOCIAL AND POLITICAL SPECIALTIES: TURKISH LANGUAGE, MASTER'S DEGREE

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Abstract. In the contemporary geopolitical context, mastery of Turkish diplomatic discourse is a key skill for professionals in international relations. The growing role of Turkey in global political and economic processes increases the need for professional communication in the Turkish language. This study proposes a comprehensive methodology for developing communicative competence, integrating both theoretical and practical components of foreign language instruction for specific purposes.

The methodology is based on modern pedagogical approaches, including corpus linguistics, discourse analysis, intercultural pragmatics, and reflective learning, utilizing authentic materials such as official communiqués, press releases, and political speeches. Special attention is given to developing pragmatic and rhetorical skills necessary for negotiations, public speaking, and official correspondence.

The methodology was tested on a group of 24 master's students in International Relations. The use of task-based assignments, role-play simulations, and digital collaboration tools demonstrated significant improvements in lexical accuracy, pragmatic flexibility, and sociocultural sensitivity. Students effectively used expressions such as *bölgesel istikrar* (regional stability) and *karşılıklı menfaat* (mutual benefit), as well as modal constructions for diplomatic restraint.

Results indicate that this integrative, practice-oriented approach enhances language competence and develops metacognitive and intercultural awareness, making the methodology valuable for educational programs aimed at training diplomats and international policy specialists.

Keywords: diplomatic discourse, Turkish language, communicative competence, discourse analysis, intercultural communication, task-based learning.

Introduction

Developing discourse reading skills in a foreign language constitutes a fundamental component of the professional training of students specializing in social and political sciences. At the master's level, students are expected to engage critically with texts that are not only linguistically complex but also densely imbued with socio-political meaning. This requirement is particularly pertinent for the Turkish language, where diplomatic and political discourse is deeply rooted in culturally specific expressions, honorific constructions, and high-context communication, which demand both linguistic precision and cultural competence [1,2]. Mastery of these texts necessitates an understanding of implicit meaning, ideological nuance, and the sociopolitical context in which the discourse is produced and received.

Despite the integration of foreign language instruction into political science and international relations curricula, students continue to face substantial challenges when interpreting authentic texts. These challenges include difficulties in discerning implicit or figurative meaning, recognizing rhetorical and argumentative structures, and identifying pragmatic strategies employed to convey persuasion, authority, or neutrality. Traditional pedagogical methods that prioritize vocabulary and grammar acquisition in isolation from context are insufficient for developing the deep textual and functional literacy required for professional-level diplomatic and political communication [3]. Consequently, there is a pressing need for methodological innovations that link

linguistic competence with critical discourse analysis, genre awareness, and contextual interpretation.

This article addresses this pedagogical gap by proposing a methodology for teaching discourse reading in Turkish, specifically designed for master's students in political and social sciences. The approach is competency-oriented, emphasizing contextualized learning, interpretive analysis, and intercultural sensitivity. By integrating corpus-based materials, genre-specific texts, authentic political documents, and reflective analytical strategies, the methodology aims to cultivate students' ability to analyze both the linguistic and ideological dimensions of Turkish political discourse. In doing so, the study responds to the growing demand for specialists capable of critically engaging with foreign-language media, political documentation, and institutional communication, particularly in light of Turkey's evolving role in regional and global politics [4].

Main Provisions

The methodological foundation for teaching discourse reading in Turkish to students in political and social sciences is grounded in a multidimensional conception of discursive competence. This framework encompasses not only linguistic knowledge but also pragmatic, sociocultural, and strategic components essential for the comprehension and interpretation of authentic materials. In engaging with discourse, students are required to move beyond superficial understanding, performing inferential processing to recognize ideological subtexts, persuasive intent, and culturally coded expressions embedded within the texts [5]. Such an approach fosters higher-order interpretive skills and prepares learners for the complex demands of professional communication in political and diplomatic contexts.

A central principle of the proposed methodology is the integration of authentic Turkish-language materials that reflect contemporary political discourse. These resources include official speeches, policy statements, press releases issued by the Ministry of Foreign Affairs of Turkey, and editorial articles from leading Turkish newspapers. Texts are carefully selected based on thematic relevance—covering topics such as foreign policy, regional security, and economic diplomacy—and rhetorical diversity. Students engage in preparatory tasks to activate background knowledge, followed by in-depth analysis focusing on modal expressions, euphemisms, and high-context cultural references, thereby promoting nuanced comprehension [6].

Another crucial component is the development of genre awareness. Learners are trained to identify the structural and stylistic features characteristic of diplomatic genres, including communiqués, protest notes, summit declarations, and political interviews. Particular emphasis is placed on discourse markers, lexical patterns, and argumentative structures distinctive to Turkish diplomatic speech. Through these exercises, students build mental schemas that facilitate the interpretation of complex texts within authentic communicative contexts [7].

Finally, reading strategies such as annotation, paraphrasing, and summarization are combined with reflective tasks aimed at cultivating critical thinking and intercultural interpretive skills. Students are encouraged to compare Turkish discursive practices with those of their native language and to evaluate the implications of these differences for international communication. By engaging consistently with authentic texts and discursive strategies, learners enhance not only their reading fluency but also the analytical competence necessary for their future professional activities in political, diplomatic, and social spheres [8].

Methodology.

The methodology of discourse reading instruction is structured around three interconnected pillars: task-based learning, functional-discursive analysis, and digital learning support. Task-based learning engages students in authentic communicative situations that require interpretation and critical evaluation of real diplomatic texts. These tasks are designed to simulate professional conditions encountered by future diplomats and political analysts, including document analysis, preparation of policy briefings, and assessment of Turkish-language press releases, thereby fostering both practical competence and contextual understanding [1].

Functional-discursive analysis constitutes the second pillar, training students to systematically deconstruct the structural and pragmatic elements of texts. This involves identifying

speech acts (e.g., advising, mitigating, condemning), recognizing intertextual references, and analyzing the role of metaphor, modality, and persuasive strategies in diplomatic argumentation. Students are guided to distinguish between propositional and illocutionary functions of language, a skill essential for interpreting nuanced meanings and intentions in politically sensitive materials [9].

The third pillar, digital learning support, is implemented through the use of Turkish-language corpora, text annotation software, and virtual discussion platforms. These technological tools facilitate guided reading, collaborative reflection, and iterative practice, enabling students to engage with complex discourse in a structured environment. Language data from resources such as the TS Corpus, official government archives, and multimedia political content allow learners to identify lexical patterns, syntactic structures, and recurring collocations, thereby enhancing both reading fluency and critical awareness of stylistic and rhetorical features [1].

By integrating these three pillars, the methodology promotes comprehensive discourse competence, combining linguistic precision, socio-political understanding, and digital literacy. It prepares students to analyze, interpret, and respond effectively to authentic Turkish political texts within academic, diplomatic, and professional contexts.

Learning outcomes are evaluated through a combination of formative and summative assessment methods, including reflective journals, discourse comprehension tests, and annotated portfolios of analyzed texts. These assessment tools allow instructors to monitor not only students' linguistic proficiency but also their ability to engage in critical interpretation and to articulate intercultural insights. Particular attention is given to students' capacity to provide informed commentary on Turkish texts within a broader geopolitical and socio-political context, assessing both analytical rigor and sensitivity to culturally specific discourse strategies [9].

The integration of these pedagogical strategies equips learners with a comprehensive set of tools for effective discourse reading in Turkish, fostering the development of advanced interpretive skills, genre awareness, and intercultural competence. This holistic approach ensures that students are prepared to navigate complex political and diplomatic texts, enhancing their readiness for professional engagement in international relations, policy analysis, and cross-cultural communication [10]. The methodology thus bridges linguistic training and professional applicability, cultivating the competencies necessary for successful performance in academic, governmental, and diplomatic contexts.

Results and Analysis

The pilot implementation of the proposed methodology with a cohort of 24 master's students in international relations demonstrated substantial improvements in multiple dimensions of Turkish diplomatic discourse competence. Quantitative assessments indicated enhanced lexical accuracy, particularly in the correct use of specialized terminology such as *bölgesel istikrar* ("regional stability") and *karşılıklı menfaat* ("mutual benefit"), confirming the efficacy of corpus-based materials for acquiring professional and context-specific vocabulary [2, 9]. These results suggest that systematic exposure to authentic texts and targeted vocabulary exercises can significantly strengthen students' command of specialized diplomatic language.

Qualitative analysis of student performance in role-playing simulations and task-based modules further revealed the development of strategic flexibility and pragmatic competence. Learners effectively employed modal constructions, euphemisms, and culturally coded expressions characteristic of diplomatic discourse in communicative tasks that demanded subtlety, tact, and context-sensitive interpretation [1, 9]. These findings are consistent with previous research highlighting the critical role of discourse analysis and contextualized reading strategies in fostering deep understanding, intercultural sensitivity, and communicative adequacy in professional political and diplomatic settings [6, 9]. Collectively, the pilot study underscores the methodological potential of integrating task-based, functional-discursive, and corpus-supported approaches in the instruction of foreign-language political discourse.

Reflective journals and intercultural commentary assignments showed growth in metacognitive and sociocultural awareness. Students critically analyzed the ideological content of Turkish political discourse, identifying persuasive strategies and culturally coded expressions.

Comparative tasks, aimed at contrasting Turkish diplomatic discourse with students' native languages, fostered sensitivity to intercultural communication differences [3, 5, 9].

The use of digital tools, including corpora and annotation software, supported step-by-step learning and collaborative reflection. Students reported increased confidence when working with authentic diplomatic materials and improved skills in tracking collocations and discourse markers, highlighting the value of technology in specialized language training [1, 7].

Summative assessments and portfolios with annotated texts demonstrated cumulative learning outcomes. Students not only improved reading fluency but also developed analytical skills essential for professional activity in diplomacy and international relations. These results confirm the effectiveness of the proposed methodology and the need for its implementation in broader language training programs [9, 10].

Discussion.

The pilot study demonstrates that an integrative, competency-based methodology effectively enhances mastery of Turkish diplomatic discourse among students. Improvements in lexical accuracy and pragmatic skills confirm the value of authentic corpus materials and task-based learning [1, 9]. These results align with discourse and intercultural pragmatics theories, emphasizing the importance of contextualized language learning for professional communication [6, 9].

Growth in metacognitive and intercultural awareness highlights the significance of reflective tasks that develop not only language skills but also critical understanding of ideological and cultural nuances in diplomatic texts [3, 5, 9]. The use of digital tools further facilitates learning by providing access to authentic language practice and encouraging collaborative reflection [1, 7].

Despite positive results, challenges remain in interpreting implicit and culturally specific aspects of diplomatic discourse, indicating the need for adaptive teaching strategies and ongoing support, especially in master's-level preparation [4, 8]. The practical significance of this study lies in its structured methodology, combining theoretical knowledge with applied teaching methods, making it directly applicable in foreign language instruction for social and political students.

Overall, this research presents a reproducible and effective model for developing communicative competence in Turkish diplomatic discourse, equipping students linguistically and analytically for future careers in diplomacy and international relations [9, 10].

Conclusion.

This study confirms that a competency-oriented, practice-focused methodology significantly enhances mastery of Turkish diplomatic discourse among master's students in social and political fields. The use of authentic materials, corpus linguistics, and task-based learning strengthens lexical and pragmatic skills necessary for professional communication.

Reflective and intercultural components foster critical understanding of the ideological foundations and cultural nuances embedded in diplomatic language. Integration of digital tools enhances learner autonomy and supports stepwise skill development.

From a practical perspective, this research provides foreign language instructors with a detailed, evidence-based approach to teaching diplomatic discourse, allowing the design of targeted curricula that cover both linguistic and sociocultural components. Thus, this methodology fills a significant gap in diplomatic workforce training and supports successful participation of students in international political and diplomatic activities.

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ШЕТЕЛ ТІЛІНДЕ ДИСКУРС ОҚЫТУДЫҢ ӘДІСТЕМЕСІ: ӘЛЕУМЕТТІК ЖӘНЕ САЯСИ МАМАНДЫҚТАР СТУДЕНТТЕРІНЕ ТҮРІК ТІЛІН ОҚЫТУ, МАГИСТРАТУРА ДЕҢГЕЙІ

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Аннотация. Қазіргі геосаяси жағдай аясында түрік дипломатиялық дискурсына менгеру халықаралық қатынастар саласындағы мамандар үшін маңызды дағдылардың бірі болып табылады. Түркияның жаһандық саяси және экономикалық үдерістердегі рөлінің артуы кәсіби деңгейде түрік тілінде қарым-қатынас жасау қажеттілігін күшейтуде. Бұл зерттеуде кәсіби мақсаттағы шет тілін оқытудың теориялық және практикалық құрамдастарын біріктіретін коммуникативтік құзыреттілікті дамытуға арналған кешенді әдістеме ұсынылады.

Әдістеме қазіргі заманғы педагогикалық тәсілдерге негізделген: корпус лингвистикасы, дискурс талдауы, мәдениетаралық прагматика және рефлексивті оқыту. Оқытуда ресми коммунике, баспасөз хабарламалары мен саяси баяндамалар сияқты шынайы (аутентті) материалдар қолданылады. Келесі...

Әдістеме Халықаралық қатынастар мамандығы бойынша оқитын 24 магистрантқа тәжірибе жүзінде сыналды. Мақсатқа негізделген тапсырмалар, рөлдік ойындар және цифрлық бірлескен жұмыс құралдарын пайдалану нәтижесінде студенттердің лексикалық дәлдігі, прагматикалық икемділігі және әлеуметтік-мәдени сезімталдығы айтарлықтай жақсарғаны байқалды. Студенттер *bölgesel istikrar* (аймақтық тұрақтылық), *karşılıklı menfaat* (өзара мүдде) сияқты тіркестер мен дипломатиялық ұстамдылықты білдіретін модальды құрылымдарды тиімді қолдана алды.

Зерттеу нәтижелері көрсеткендей, бұл интеграцияланған, тәжірибеге бағытталған тәсіл тілдік құзыреттілікті арттырып қана қоймай, метатанымдық және мәдениетаралық

сананы қалыптастырады. Әдістеме дипломаттар мен халықаралық саясат мамандарын даярлауға бағытталған білім беру бағдарламалары үшін құнды құрал бола алады.

Түйін сөздер: дипломатиялық дискурс, түрік тілі, коммуникативтік құзыреттілік, дискурс талдауы, мәдениетаралық коммуникация, тапсырмаға негізделген оқыту.

МЕТОДИКА ОБУЧЕНИЯ ДИСКУРСУ НА ИНОСТРАННОМ ЯЗЫКЕ: ПРЕПОДАВАНИЕ ТУРЕЦКОГО ЯЗЫКА СТУДЕНТАМ СОЦИАЛЬНЫХ И ПОЛИТИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ, МАГИСТРАТУРА

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Аннотация. В современном геополитическом контексте овладение турецким дипломатическим дискурсом является ключевым навыком для специалистов в области международных отношений. Растущая роль Турции в глобальных политических и экономических процессах увеличивает потребность в профессиональной коммуникации на турецком языке. В данном исследовании предлагается комплексная методика формирования коммуникативной компетенции, интегрирующая как теоретические, так и практические компоненты обучения иностранному языку для специальных целей.

Методика основана на современных педагогических подходах, включая корпусную лингвистику, дискурс-анализ, межкультурную прагматику и рефлексивное обучение, с использованием аутентичных материалов, таких как официальные коммюнике, пресс-релизы и политические речи. Особое внимание уделяется развитию прагматических и риторических навыков, необходимых для ведения переговоров, публичных выступлений и ведения официальной переписки.

Методика была апробирована на группе из 24 магистрантов по направлению «Международные отношения». Использование заданий на основе выполнения практических задач, ролевых игр и инструментов цифрового взаимодействия продемонстрировало значительное улучшение лексической точности, прагматической гибкости и социокультурной чувствительности. Студенты эффективно использовали такие выражения, как *bölgesel istikrar* (региональная стабильность) и *karşılıklı menfaat* (взаимная выгода), а также модальные конструкции для выражения дипломатической сдержанности.

Результаты показывают, что такой интегративный, ориентированный на практику подход повышает языковую компетенцию и развивает метакогнитивную и межкультурную осведомлённость, что делает данную методику ценным инструментом для образовательных программ, направленных на подготовку дипломатов и специалистов в области международной политики.

Ключевые слова: дипломатический дискурс, турецкий язык, коммуникативная компетенция, дискурс-анализ, межкультурная коммуникация, обучение на основе заданий.