METHODOLOGICAL SPECIFICS OF TEACHING DIALOGUE SPEECH IN FOREIGN LANGUAGE

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Abstract. The article presents methodological discussion and recommendations which should be taken into consideration in the process of teaching dialogue speech. Effective communication skills are paramount in language acquisition, and dialogue speech serves as a fundamental aspect of real-life interactions. Drawing upon current research and pedagogical practices, this study examines various methodologies employed to enhance students' proficiency in dialogue speech. There are some specific features which differentiate types of dialogue and replicas in them as well as some methodological specifics of dialogic form of communication have been analyzed.

Key words: dialogue speech, dialogic unity, replica, communicant, questions-and-answers exercise, structural organization of dialogue.

МЕТОДОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ПРЕПОДАВАНИЯ ДИАЛОГИЧЕСКОЙ РЕЧИ НА ИНОСТРАННОМ ЯЗЫКЕ

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Аннотация. В статье представлены методологические обсуждения и рекомендации, которые следует учитывать в процессе обучения диалогической речи. Эффективные навыки коммуникации играют ключевую роль в приобретении языковых навыков, а диалогическая речь служит фундаментальным аспектом реальных общений. Опираясь на современные исследования и педагогические практики, в данном исследовании рассматриваются различные методологии, применяемые для повышения уровня владения студентами диалогической речью. В статье анализируются специфические особенности, отличающие различные типы диалогов и реплики в них, а также рассматриваются методологические аспекты диалогической формы общения.

Ключевые слова: диалогическая речь, диалогическое единство, реплика, участник диалога, упражнение вопросов и ответов, структурная организация диалога.

XORIJIY TILLARDA DIALOGIK NUTQLARNI O'QITISHNING METODOLOGIK XUSUSIYATLARI

Buranova Lola Uktamovna

"Ingliz tili va adabiyoti" kafedra katta oʻqituvchisi Samarqand davlat chet tillar instituti

Annotatsiya. Ushbu maqolada dialog nutqni o'qitish jarayonida inobatga olinishi kerak bo'lgan uslubiy munozara va tavsiyalar ko'rsatilgan. Samarali muloqot ko'nikmalari tilni o'zlashtirishda asosiy o'rinda turadi va dialog nutqi real hayotdagi o'zaro munosabatlarning muhim jihati hisoblanadi. Hozirgi tadqiqot va pedagogik amaliyotlarga tayangan holda ,ushbu ilmiy tadqiqot talabalarning dialog nutqidagi mahoratini oshirish uchun qo'llaniladigan turli metodikalarni o'rganadi. Muloqot turlarini va ulardagi replikalarni farqlovchi o'ziga xos xususiyatlar,shuningdek, muloqotning dialogik shakli va uslubiy xususiyatlari tahlil qilindi.

Kalit so'zlar: dialogik nutq, dialogik birlik, replika, kommunikant, savol-javob mashqi, dialogni tizimli tashkil qilish.

The strategy and content of teaching the dialogical form of communication. The dialogical form of communication differs in specific features.

The dialogical form of communication is considered to be the dialogical unity, i.e. the combination of two adjacent replicas in a dialogue, related situationally. The term dialogic unity is very common, so it is important from a methodological point of view to note that the unity of neighboring replicas in the dialogue is momentary, due to this particular situation, and not permanent, although there are some more stable couplings. This feature obliges that the linguistic basis for teaching the dialogical form of communication should not be individual phrases, but dialogical units, which they prefer to call micro-dialogue. Methodologists correctly raise the question that it is necessary to identify dialogical unities and organize them according to structural and semantic types [1].

The dialogical form of communication does not have only questions and answers. And some teachers think that it is possible to teach dialogue speech only with the help of question-and-answer exercises. Since replicas in dialogical units and dialogues can be connected not only on the basis of requesting information, but also issuing it, all possible connections should be used in training. Replicas of the dialogical form of communication are characterized by ellipses, dislocations, permutations of words, parts of a phrase. This is due to the fact that it is very situational and, therefore, does not so much need strict organization. This leads to the conclusion that it should be considered appropriate to teach short, incomplete answers and even questions [3].

In dialogue speech many so-called cliches, colloquial formulas, etc. are used. Along with interjections and modal words, they make dialogical communication emotional and expressive. Psychologically, dialogues also differ in that the replica of each partner depends on the speech behavior of the other. This entails the need for a quick reaction, which should also be taught.

Teaching the dialogic form of communication is an important link in teaching a foreign language. This is a private strategy in relation to the general strategy of learning to communicate. Therefore, its role varies throughout the learning process and, accordingly, is interrelated with the types of exercises performed in a dialogical form of communication. At various stages of work on speech material, this methodological task may have a different status. It can also act as the main task at that stage of education, where the main goal is to develop speaking skills in a foreign language being taught [5].

Accordingly, there are two main stages in learning the dialogic form of communication: special and non-special. A non-special stage is determined by the accompanying task of teaching speaking, where the main, dominant task is the formation of grammatical and lexical skills. At

a special stage, training is provided for the dialogic unity itself. It acts here as the main methodological task and correlates in the cycle with the stage of development of speech skills. The expediency of distinguishing between special and non–special stages in the strategy of teaching dialogic communication is confirmed by the fact that the ability of dialogic communication is complex in its structure, including simpler skills compared to it, hierarchically subordinated to each other and subject to gradual development. All the skills necessary for communication in general are also important for the dialogical form of communication. They allow the interlocutors to implement their speech strategy in the dialogue [2].

However, there are a number of more specific skills, without which dialogical communication is unthinkable.

1. Awareness and the ability to clearly define one's speech task is due to the fact that, entering into communication, the student must clearly know what he wants to achieve: persuade, convince, inform, get an opinion on some issue of interest, advise something, etc. It is the speech task that determines the function of dialogical communication. And each replica of the dialogue should be functionally adequate to this common task. Students who are not aware of their speech task, who do not know how to define it, often do not know what to talk about. In this case, educational dialogues turn out to be short, insufficiently logical and boring. Perfect dialogic communication is also facilitated by students' personal knowledge, sociability, broad horizons and the ability to maintain a dialogue [2,3].

2. The ability to plan the course of a conversation lies in the fact that each of the communication participants organizes the chain of his remarks in the dialogue so that the optimal way to achieve the realization of his task, taking into account the likely reaction of the partner. The ability to outline one's strategic line in dialogical communication in a foreign language corresponds to a similar ability in communication in one's native language, but the semantic side of planning correlates in these two cases with the form of different languages. Even if the student's strategic planning skills are developed in his native language, the full transfer of this skill to foreign language communication does not occur due to the strong connection between the formal and substantive sides. The degree of development of this skill in relation to the native language certainly affects the ability to plan the course of a conversation in a foreign language and, conversely, the development of this skill in foreign language lessons can contribute to the improvement of native speech [4].

3. Therefore, the development of the ability to plan the course of a conversation in a foreign language is necessary. When developing this skill, it is important to remember that a certain set of "intermediate" speech functions can be used to implement any speech task. So, in order to get information about something, you can inform about your desire, about the need for this information, ask to tell, use various types of queries, while not forgetting that what you have heard can be appreciated in the right place and you should thank for the information. For each speech task, a set of the most frequent "intermediate" speech functions and their location is possible, which may vary in frequencies, but retains the general logic of solving the speech problem. Identifying such logical functional chains and their variants, using them as supports is important for rationalizing the management of dialogic communication[6].

4. In real dialogical communication, the partner's remark may correspond to a greater or lesser extent to the predicted one or not at all. This forces the speaker to partially or spontaneously rearrange his program in the course of communication.

Partial restructuring can be said when the main speech task of the speaker has not changed under the influence of the partner's remarks. Partial restructuring is possible by introducing new, previously unprogrammed, speech actions or eliminating planned ones. It may be related to the temporary transition of the initiative to a speech partner[7,8].

Teaching the dialogic form of communication varies throughout the learning process and, accordingly, is interrelated with the types of exercises performed in a dialogical form of communication. There are two main stages in learning the dialogic form of communication: special and non-special. The non-special stage is determined by the accompanying task of teaching speaking, where the main, dominant task is the formation of grammatical and lexical skills. There are a number of more specific skills, without which dialogic communication is unthinkable: 1) awareness and the ability to clearly define their speech task is due to the fact that, when entering into communication; 2) the ability to plan the course of a conversation lies in the fact that each of the communication participants organizes the chain of his remarks in the dialogue; 3) in dialogical communication, the partner's remark may correspond to a greater or lesser extent to the predicted one or not at all. This forces the speaker to partially or spontaneously rearrange his program in the course of communication[9,10].

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