



## DEVELOPMENT OF DIALOGICAL SPEECH IN TEACHING RUSSIAN LANGUAGE

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**Abstract:** this article examines the problems of teaching Russian as a foreign language, the development of speech and mental development of students, teaching elementary grammar skills, the development of dialogical speech as the main form of verbal communication. Participation in dialogue is carried out through dialogical speech, the mastery of which is a condition for the full development of the student and his activity in communicating with others.

**Keywords:** coherent speech, dialogical speech, dialogue, communication, pedagogical conditions, intonation, process, speech environment, replica, personality, speaking, skill, conversation, communication, interaction.

## РАЗВИТИЕ ДИАЛОГИЧЕСКОЙ РЕЧИ ПРИ ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ

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**Аннотация:** в данной статье рассматриваются проблемы обучения русскому языку как иностранному, развитие речевого и умственного развития учащихся, обучение элементарным грамматическим навыкам, развитие диалогической речи, как основной формы речевого общения. Участие в диалоге осуществляется посредством диалогической речи, овладение которой является условием полноценного развития учащегося и его активности в общении с окружающими людьми.

**Ключевые слова:** связная речь, диалогическая речь, диалог, общение, педагогические условия, интонация, процесс, речевая среда, реплика, личность, говорение, умение, беседа, коммуникация, взаимодействие.

The development of speech and verbal communication is the most important task of an educational institution, where dialogue is one of the forms of verbal communication. To build a dialogue, such skills as the ability to engage in communication, mastery of forms of speech etiquette, and verbal means of communication are necessary.

Dialogue speech is one of the main forms of speech etiquette. Despite the fact that it is more complex than monologue, both in terms of the intensity of attention and the variety of samples used.



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To build a dialogue, such skills as the ability to engage in communication, express one's thoughts, mastery of forms of speech etiquette, and verbal means of communication are necessary.

The problem of dialogue has been the subject of study of many researchers at the present stage of scientific development. In particular, it is presented in the works of V. F. Berkov. Dialogue is considered a special type of activity, the functions of dialogue are realized in the process of direct communication between interlocutors as a result of alternating stimulating and responsive remarks.

Dialogue is a chain of remarks or a series of statements that are usually generated by one another in conditions of direct communication between two or more persons (interlocutors).

Dialogue is associated with three skills that ensure the course of conversation:

The first skill is stimulating the interlocutor's utterance. It can be in the form of a question (Do you know how to play chess?), a statement (Let's play) or a request (Please help).

The second skill is responding to a speech stimulus. The stimulus replica and the response replica constitute a dialogic unity. The four most common types of dialogic unities are:

-Question-statement: Are you going home? -No, I'm staying at school.

-Question-question: Are you going home? -Why are you asking me?

-Statement-statement: I'm going home. -I'm going home too.

-Statement-question: I'm going home. -Why are you going home?

The third skill is developing a replica-response, giving the utterances the character of a conversation.

For example:

**-Вопрос-утверждение:**

**-Пойдём на рыбалку?**

**-Нет, спасибо. Нет, я не могу.**

**-Утверждение-утверждение:**

**-Эти сладости для тебя.**

**-Благодарю. Мне понравились сладости.**

Dialogic speech is characterized by certain communicative, psychological and linguistic features.

The content and nature of dialogic communication are influenced by psychological processes:

- perception of the interlocutor's speech and orientation in the situation;

- formation of the substantive side of the statement;

- linguistic design of thought and perception of the partner's remarks in communication.

At the initial stage of teaching the Russian language, the teacher uses certain methodological techniques. Thus, introducing words, phrases or phrases, selects certain situations that would show students the function, purpose of these lexical units in communication, i.e. what can be conveyed in speech with their help. For example, name an object, characterize its properties (color, size, quality), indicate the quantity (one, many), location of the object, name an action, relate it to the present, future or past tense.

It has been established that the material is remembered when it is repeated many times in various situations of speech communication, each time bringing something new.

Communication in the target language is carried out not only in oral speech, but also on the basis of the content of the texts read. For this, communicative tasks are used for a conversation about what has been read.



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Dialogic speech is always motivated. The emergence of a desire in students to say something, to express their thoughts, feelings, and not just to reproduce other people's words or a text learned by heart, is created by certain conditions.

This is, first of all, the use of such stimuli that cause the student to need to "express themselves", which is possible when creating a favorable psychological climate conducive to statements, a friendly attitude of the team, the teacher, interest in completing the proposed tasks, the desire to complete them well. Favorable conditions for communication dispose students to listen, speak, read in the target language and do it with pleasure, instill confidence that they can understand and speak Russian. The teacher's emphasis on the successes of students plays a significant positive role in the process. The teacher constantly shows the students their progress and achievements in mastering dialogic speech.

Speech is always addressed to the listener, addressed to the audience. This means that we always speak to someone, for someone, to express our opinion, share thoughts, convince, prove, ask, request, etc.

Speech is addressed in nature. The speaker attracts listeners when he expresses something of his own, individual. So, if a student talks about his favorite animal, and also shows a photo or a toy, he "creates" a listener for himself, and his speech acquires an addressed character. The teacher gives tasks that implement these characteristics of speech, based on the specific conditions of the group.

Teaching dialogic speech to students begins with their response to the interlocutor's remark. First, the teacher gives stimulating remarks. The variety of reactions depends on the group, on the linguistic means they have, on the individual characteristics of the students. Then the students themselves give stimulating remarks, and others react to them. After the student has learned to respond to a stimulus quickly and easily with one response, the teacher shows how to expand the response into a short statement.

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