

The Role of Dialogic Speech in Teaching a Foreign Language in Technical Universities

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Abstract: In the article, dialogic speech is considered as one of the main forms of oral communication in foreign language teaching at technical universities. Its development in the studied foreign language is one of the most important problems of modern pedagogy. The modern demand for dialogic speech - teaching students to conduct a conversation in English - is still not perfect. For this, a more reasonable methodology of teaching dialogical speech is needed, to achieve practical results as quickly as possible, with minimal time and effort, and the learning process itself will be interesting and exciting for students.

Keywords: oral speech skills, language competences, communicative competences, monologue form, dialogic form, educational exercises.

INTRODUCTION:

In the program documents of the reform of the educational system of Uzbekistan, the goal is set that education in the republic should reach the level of ensuring advanced training of competitive personnel. In modern higher education, the educational process is organized in accordance with state standards. Each area of specialist training, including technical specialties, has its own Federal State Educational Standard. In any of them there is a point in which one of the important types of competencies of a future specialist is language competencies, in particular "proficiency in one of the foreign languages at a level not lower than spoken." Thus, the discipline "Foreign Language" acquires great importance in the system of training specialists in technical specialties in higher education. Therefore, the task set before the departments of foreign languages of higher educational institutions is to devalue students' practical knowledge of foreign languages. Students graduating from non-linguistic universities must master the skills of reading and translating foreign literature without a dictionary and oral communication skills, including the skills of asking a question, answering a question and conducting a conversation (dialogue) in a foreign language [1,p.79].

Much attention is paid to teaching communication in a foreign language in all higher educational institutions. However, issues of methods for developing oral speech skills, especially dialogical, are poorly developed. There is no system of dialogic speech exercises. This article is an attempt to summarize the positive experience accumulated by some departments and individual teachers of foreign languages in higher educational institutions. The article discusses some general issues regarding the features of dialogic speech and gives a brief overview of the system of exercises for dialogical speech.

LITERATURE REVIEW:

Many methodologists and scientists, such as V.L. Skalkin, S.F. Shatilov, N.D. Galskova, N.I. Ghez and many others have dealt with this problem. And, despite the large amount of research and development currently available on this topic, teaching dialogic speech requires further research, since modern requirements for teaching this skill, namely teaching students to conduct

a conversation in a language, are not always met in modern technical universities. The current situation requires the search for more effective methods of teaching dialogic speech skills, with the help of which you can achieve your goals with minimal time and effort. However, learning dialogic speech should be enjoyable and motivate to learn a foreign language. The goal of our work is to determine the most effective ways teaching dialogical speech in order to form a foreign language communicative competence of students. The main research methods used in this work are the study and analysis of scientific, pedagogical and methodological literature on the use of dialogic speech in English lessons, synthesis, experiment, and generalization of the results obtained.

ANALYSIS:

Oral speech as one of the types of communication between people through language is carried out in monologue and dialogic form. Ideal mastery of speech presupposes the ability to express one's thoughts and understand others' thoughts both in the form of a monologue and in the form of dialogue. Therefore, when learning a foreign language, it is necessary to develop both skills equally. However, practice shows that graduates of even language universities, as a rule, are much more fluent in speech in its monologue form than in the form of dialogue. Many of them are able to freely give a report on a given topic, read an abstract, present any material coherently and consistently, but it is difficult for them to have a lively conversation and they cannot always quickly answer the question posed. Nevertheless, existing teaching aids mainly develop methods for teaching monologue speech. As for dialogue, some teachers believe that teaching it does not require any special methodology. In their opinion, the main thing in this case is practice - conducting a conversation in class. This erroneous point of view is probably based on the fact that in one's native language it is much more difficult to instill a monologue form of communication in a person than a dialogic one.

There are traditional methods of teaching dialogic speech: verbal, visual, practical and non-traditional teaching methods: analysis method, role-playing, business game, discussion method and others. There are two known methods of teaching dialogic speech in teaching English - deductive and inductive.

When using the deductive teaching method, a certain dialogue is taken as a structural and intonation model, and similar dialogues are built on its example. First, the sample dialogue is listened to in its entirety, then memorized, after which changes in vocabulary are allowed. Elements of new dialogues are practiced and after that students can conduct a variable dialogue [30, p. 58].

The basis for composing your own dialogues can be

1. Texts of model dialogues;
2. The content of the teacher's speech attitude towards composing modified dialogues;
3. Description of the roles received separately by each of the participants in the dialogue;
4. Pictures or videos played without sound.

The positive side of this method is that the development of dialogic speech occurs due to the isolation of elements from the whole; belonging to the whole facilitates recall.

The negative element of this teaching approach (from the whole to the particular) is the difficulty of using the material in free speech, since attention is focused on its formal side. Students are not able to engage in dialogue in a changed situation; their ability to conduct a free conversation in other conditions is limited.

An alternative method, inductive, involves studying the elements of dialogue and applying them to the proposed situation [19, 21, 23]. Communication, interaction, and students' use of speech skills in a specific situation take place. When the situation changes, the student adapts to new conditions, using learned elements, and enters into dialogue. Communication occurs, which is the purpose of learning.

In the formation of primary skills, the main role is played by the reference dialogue as a role model. But for older children, it is more productive to use the inductive method.

DISCUSSIONS AND RESULTS:

When using the inductive method in preparing dialogue, the mental mechanisms of dialogical speech are improved, the skills of using language material typical for dialogical speech are developed, and the ability to interact with partners in internal and external speech situations is acquired [4, 3]. Non-traditional teaching methods include skits, role-playing games, and staging performances. Role-playing is a kind of educational technique in which the student must speak freely within given circumstances, acting as one of the participants in foreign language communication. [3, 15, 17]. Resolving a problem situation improves the motivation of statements, makes them more reasoned and emotional, and ensures maximum activation of students' communicative activities. The process of solving a given problem makes communication natural and develops critical thinking in students. Finding the right solution leads to careful consideration of the situation, develops logical thinking, and the ability to defend one's opinion.

Role-playing games follow the following rules: the situation must correspond to a real life situation; the role played by the student can be invented, or he can depict his own behavior in a given situation; the behavior of participants in role-playing games should be natural, but consistent with the given role; participants in the game should pay attention not to memorizing lines, but to communication.

There are five categories of roles in such games:

- 1) Congenital – determining the gender and age of the participant in the game.
- 2) Attributed - nationality or membership in a particular social group.
- 3) acquired – indicating the profession
- 4) effective – offering a set of actions in a given situation (for example, a visit to the doctor)
- 5) functional – defining functions of communication (for example, offering help, expressing sympathy).

Effective and functional roles are the most important when teaching dialogic speech in a foreign language [29, p.56]. The first ones help to choose a way to solve the problem. The second are minimal communication blocks that can be used in many different situations. It is important to prepare students for role-play. Teacher can psychologically change the situation positively by seating students in a semicircle, when everyone is in contact with both the teacher and classmates.

In a role-playing game there are three stages: preparatory, game and final. A more detailed plan also includes a home preparatory stage [2]. At the preparatory stage, the teacher explains to students the idea and vocabulary of the role-playing game. At home, students can independently find additional information on the topic. A lot has already been said about the role-playing game itself, but the final stage includes completing certain tasks to consolidate (for example, writing a review on a topic, a letter to a friend, etc.). Role-playing involves working in pairs, mini and macro groups. The form of work depends on the purpose of the lesson and the level of training of students. Role-playing in pairs is the simplest type of role-playing game. Here you can use questionnaires that students fill out by asking each other questions.

Role-playing games in subgroups have several options:

- 1) subgroups speak in turn, then the actions of each subgroup are discussed
- 2) subgroups work simultaneously, and the teacher alternately observes the work of each
- 3) work in subgroups is a preparation for discussing the topic among all participants in the dialogue.

It is interesting to work with cards when teaching dialogical speech. The “backs” of the cards are the same, they indicate the situation, and the second side is individual for each group of students, it contains information about the role and behavior.

So this is a role play

- 1) learning by doing, which improves the quality of learning;
- 2) a motivating factor, since it (the game) arouses the interest of students, especially in terms of the unpredictability of the outcome;
- 3) gives students support: suggests what speech models can be used to express this or that thought in this particular situation;
- 4) is usually accompanied by emotional uplift, which has a positive effect on the quality of training and increases its effectiveness [27,p.124].

The performance is based on the following principles:

- 1) no preparatory work is carried out in terms of writing a script, preparing costumes, scenery, or memorizing roles;
- 2) the performance is carried out directly during the lesson, at its final stage (usually within 5-10 minutes);
- 3) the material for the dramatization is only works known to all students (fairy tales, short stories or fragments thereof);
- 4) students are given complete freedom to choose linguistic means to implement the chosen role, only the plot of the work is preserved;
- 5) when distributing roles, you need to strive to ensure that each time the student receives a new role.

The teacher can also take part in such an action, for example, as a leader, consultant and corrector of non-standard situations. The teacher also monitors the uniform formation of groups of relatively strong and weak students [26, p.126].

The production is not an end in itself, but only an incentive to master the program material. Students' desire to speak outstrips their linguistic capabilities. In addition, the teacher is given an excellent opportunity to create a situation for students to acquire new knowledge and develop skills in using new speech units in their speech.

It is necessary to pay special attention to the formulation of the problem. Assignments should reflect only the final goal of communication, and students should be free to choose language and speech means.

The use of theatrical performances in the classroom makes this technique effective in developing the skills and abilities of unprepared oral speech based on the motivation of speech actions. Most students enjoy acting as actors. They become active participants in or witnesses to the use of a foreign language; first consciously, and then subconsciously, they “attach” various speech patterns to certain communication situations; operate with them more confidently when performing communicative exercises; quickly master new, plot-driven vocabulary; subsequently, it is easier to cope with program tasks such as: “Listen, read and act”.

CONCLUSION:

Thus, to summarize, we can say that teaching dialogic speech based on the activity approach provides a strong motive for learning a language and helps create a language environment that is close to natural. This is a good opportunity to activate almost all program lexical and grammatical material. Students quickly master speech structures and formulas (within certain situations), then automatically operate with them when performing other communicative tasks.

Students listen to each other's speech and get acquainted with the literature of the country of the language they are learning.

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