



DOI: **10.5958/2249-7137.2021.01156.3**

DIALOGIC SPEECH TRAINING UNITS

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ABSTRACT

This article deals with the units of teaching dialogical speech, gives ways of conducting dialogical forms of communication, and their essence. The characteristics of the methodological deductive and inductive approaches are given. There are many examples from dialogical speeches.

KEYWORDS: *Dialogical Speech, Unity, Structure, Short Dialogue, Deductive, Inductive, Process, Play, React, Replica, Utterance, Perception, Understanding, Use, Reproduction*

INTRODUCTION

Let's start with the dialogic form of communication as the most characteristic for the manifestation of the communicative function of language. At the initial stage, the dialogic form of communication involves the ability to greet the interlocutor and respond to the greeting, as native English speakers do; the ability to say goodbye politely; the ability to introduce someone to someone; to express agreement and disagreement to do something; the ability to congratulate on a holiday, birthday, New Year, etc.; to express regret, apology; to express joy, delight, displeasure, etc.

MAIN PART: These general provisions and the various approaches and specific examples given in the articles are concretized in relation to the nature of the speech act, which is subject to modeling at this stage of training. Depending on whether we want to get a one-step or multi-step speech action, the composition of the components of the situation and their qualitative characteristics should change.

The units of teaching dialogic speech can be dialogic units. Dialogic unities can be different in structure. The most common ones are:

- question-answer:

Do you live near London? – Oh, yes, in a small country house.

Can you skate or ski? – I can ski.

- question – question:

Is it your pen? – Why do you ask me?

Will you help me? – What shall I do for you?

- statement-question:

I shan't go to the park. – Why? What will you do?

I want to know his address. – What for?

- statement-statement:

I'll go to the library after classes – - And I'll stay there.

This is a box of sweets for you. – Oh, thank you, I like sweets very much.

The unit of dialogue training can be not only a dialogic unity, but also a whole short dialogue-a sample consisting of several (2 – 3) dialogic unities. For example:

- Hello, Fred.

– Hello.

– It's a fine day today, isn't it?

– Certainly it is.

– Then let's go for a walk to the park.

– OK. Etc.

In the methodology of teaching foreign languages, there are two ways of teaching dialogic speech – deductive and inductive.

In the deductive approach, learning begins with a whole dialogical sample, which is considered as a structural and intonational standard for constructing similar ones. The sample dialog is a dialogic complex, it consists of several dialogic units. The training begins with the fact that the dialogue is listened to in its entirety, memorized by heart, then there is a variation of its lexical content, working out the elements, and, finally, the students are brought to conduct dialogues on the same topic as the one being learned. Proponents of this approach refer to the fact that in natural conditions, the child learns the language system "from top to bottom": from large intonation-syntactic blocks to their elements, development goes by isolating elements from the whole, belonging to the whole makes it easier to remember, etc. The disadvantage of this approach is that it does not develop the ability to independently use the material in speech, focusing on the formal side of speech. The path from the whole dialogue to the assimilation of its elements leads to the fact that there is a premature automation of the elements in the relationship in which they are used in the whole dialogue. This leads to its mechanical memorization and limits the possibilities of free conversation in new conditions.

The second approach-inductive-suggests a path from mastering the elements of the dialogue to its independent conduct on the basis of the educational and speech situation. This approach is

gaining more and more supporters due to the fact that from the very first steps it directs to learning the interaction that underlies dialogic speech; the formation of speech skills and skills in this way occurs in the process of communication. Relying on analogy plays a big role at the lower level of skill development, in the formation of primary skills, and here the reference dialogue can play its role, not for memorization, but as a role model. At a higher level, the task of teaching students to independently plan speech actions "through awareness of the motives, goals and possible results of the action", as well as "to develop the content and form of speech meanings that are adequate to the meaning", comes to the fore.

In accordance with the inductive path of learning, the preparation for conducting a dialogue includes:

- 1) Improving the mental mechanisms of dialogic speech;
- 2) Formation of skills of using language material typical for dialogic speech;
- 3) Mastering the ability to interact with partners in an internal and external speech situation.

Learning dialogic speech begins with learning to respond to the interlocutor's remark. First, the teacher gives stimulating cues, varying them depending on the type of dialogical units, and the students master the ability to respond to them. The variety of reactions depends on the class, on the language tools they have, on the individual characteristics of the students. For example, on the cue-stimulus What's his name? (photo shown) different reactions may follow:

P1 – Azat Dauletbaevich.

P2 – His name is Azat Dauletbaevich.

P3 – I don't know.

P4 – I don't know what his name is.

Or the teacher's cue-stimulus It's a fine day today may be followed by the following reactions:

P1-Oh, yes. It's great.

P2 – Not very.

P3 – It sure is.

P4 – I can't say so. It's windy. Etc.

Then the stimulating cues are given by the children themselves, and their companions react to them. After students learn how to respond to a stimulus easily and quickly with a single cue, the teacher shows them how to expand the responding cue into a short utterance. For example:

P1 – What season do you like, Gulxan Matchanovna?

T – I like spring. It's warm. The sun shines brightly. And I can work in the garden and what about you, Polat?

In order for the response training to be non-formal and have a communicative orientation, the teacher can use a variety of games. For example, it is very important to teach students to respond quickly to stimulating questions. To do this, you can use the game "Ping-pong".

– Do you like to play badminton?

– Yes, I do.

– Can you play it well?

- Yes, I can.
- Did you play it in summer?
- Yes, I did.
- Is it difficult to play it?
- No it isn't.
- Will you teach me to play it?
- Yes, it's my pleasure.

This game, conducted at a fast pace, forms the correct response of students to a variety of stimulating questions. The teacher starts this game, and then passes on his function to the children. By repeating this kind of work in the course of reaction training, and it should take place throughout the entire initial stage, because it is the essence of the conversation (dialogue), the teacher achieves the formation of this important skill. This work will allow you to prevent and eliminate typical errors such as:

T – Do you like to skate?

R. – Yes, it is.

Or a game of "Guess", for example, guess where Petya was on Sunday:

T – Where was Pete on Sunday?

- At the Zoo.
- I believe at the Zoo
- In the park.
- I think he went to the country.
- At the cinema.
- At his Granny's.
- I think he was at home.

Petya listens to the children, and the one who guesses becomes the "host" and offers his question, for example: Where was Sashya last Saturday? - and the game continues.

In the process of learning to respond, training and stimulation begins. The same purpose is served by a series of exercises that encourage students to start a dialogue through an indirect question.

T-Igor, ask Petya what he did yesterday.

Igor – Petya, what did you do yesterday?

Petya – I walked with my dog.

The same purpose is served by the game "Guess". The student leaves the class, and the class conceives of some object, its walking or action with it. The question for guessing should be very

simple, of the same type: Is it a ...? or the guessers ask a number of questions, for example: What color is it? Where is it? Is it large or small? What can we do with it? Etc.

In this game, students learn how to stimulate speech with questions. However, the incentive to start a conversation can also be a statement. And this should be shown to the students. For example, the teacher gives a reacting remark and asks the children to choose different statements-stimuli that would cause this reaction. For example: T – With who did you go there? Possible incentives:

- I went to the theatre yesterday.
- I went to the country last Sunday.
- We went to the Zoo last Saturday. Etc.

The teacher may suggest that the students develop a stimulating statement. For example, the same reaction With who did you go there? it can be caused by the following stimuli:

- I like “Buratino” very much. I went to the theatre yesterday.
- The weather was so fine. We went to the country last Sunday.
- I like to sing and dance. We went to our friends last week.
- I am fond of animals. We went to the Zoo last Saturday.

If the training unit is a short sample dialog, then working with it goes through three stages:

1. Perception and understanding.
2. Playback (simple and with modification).
3. Use it in new situations.

Children listen to the dialogue either in a sound recording or in the performance of the teacher. The teacher provides and verifies the understanding of the dialogue. Then the children listen to it again with the support of the printed text and practice reading, that is, reproduce it. At home (and sometimes in the classroom) students memorize the dialogue and reproduce it from memory. Next, the teacher offers the students words to substitute, or the students do it themselves. Thus, the dialog with the modification is played back. For example, the dialog:

- Jack isn't at school today.
- What' the matter with him?
- He is ill.

Students can replace the name and the last remark (He is not well. I don't know. In this way, students memorize the structure of the English dialogue and the dialogic units themselves, which allows them to use those of them that are suitable for this communication situation in new situations.

The vast majority of exercises used in teaching dialogic speech are speech exercises. However, the initial introduction to new standard phrases in typical dialog combinations can be carried out in isolation from the speech situation. The purpose of such exercises is to establish in the

memory of students strong connections between replicas that constantly or often enough appear as part of this dialogical unity, i.e. to work out contextual connections on a functional basis and structural connections between replicas. Outside of the speech situation, it is also possible to provide lexical diversity of replicas, to teach the deployment and coupling of replicas, as well as to form automatisms in the grammatical and lexical transformation of replicas [1, 123]. Accordingly, we can distinguish three types of work on the material:

- 1) memorizing dialogic units by heart;
- 2) combining replicas based on functional relationships;
- 3) grammatical and lexical transformations of replicas.

The assimilation of new dialogic unities occurs by memorizing short dialogues consisting of one or two unities. This is how unities are learned, including greetings, addresses, formulas of politeness, as well as syntactic unities that allow for variation in the response:

- Happy New Year, Ann!
- Happy New Year, Peter!
- I wish you all the best.
- The same to you.
- Let us go to...
- With pleasure (I am sorry, but I can't).

In the process of memorizing dialogic units, when it is possible to focus students' attention on the form of speech, the most favorable conditions are created for practicing the intonation characteristic of different types of replicas. Learning a small dialogue is better to start with auditory perception. Then the first, most vivid impression will be a good basis for mastering the sound form of unity; auditory memory also develops, which is also important for dialogue. Learning dialogic unity by ear reproduces the conditions for operating with replicas in a natural dialogue. However, it would be wrong to limit ourselves to just auditory perception of the dialogue being learned, since this may lead to distortion and incorrect merging of words, incorrect articulation of the phrase. Therefore, it is advisable to reinforce the next stage of learning the dialogue with visual perception. The written text will be a good support for repeating the dialogue at home.

The reproduction of even a small dialogue should not take the form of an indifferent pronouncing of the learned. Trying to bring this exercise closer to the conditions of speech communication, the teacher describes verbally or shows in the picture a situation in which such a dialogue can occur. Students should imagine themselves as one of the actors and act in the style of this character, staging the dialogue. If the dialogue is reproduced by persons, it is desirable that each of the partners alternately act as the first or second interlocutor [3, 92].

An essential component of the preparation of language material is any kind of grammatical and lexical transformations of replicas in accordance with the variability of the conditions of their use in speech (change of the actor, time of action, etc.). The exercises recommended for this purpose are divided according to the structural principle into distributive (change of syntactic

connections), substitution (expansion of associative connections) and transformational (expansion of both connections). The choice of exercises is related to the lexical and grammatical features of the replicas [2, 112].

Usually, two groups of exercises are used, which differ in the degree of independence of the students' reaction in the dialogue: to produce a dialogue with pre-set rules (in this case, models are used with the transfer of the action to another person, another object, another time, with a change in the nature of the action); to produce a dialogue caused by a stimulator embedded in the partner's statement. Cues learned as part of dialogic units should then be incorporated into new combinations. It is also necessary to enter into the dialogue phrases that were used earlier in monologue statements. For this purpose, you can use a series of exercises that combine replicas based on contextual relationships: selecting from two columns of replicas that match the meaning; naming a reference replica to a given reactive one; naming a reactive replica to a given reference one. At the stage of combining a speech sample with previously studied ones, exercises for expanding replicas are also offered.

The peculiarity of all these exercises is that they are aimed at establishing interverbal connections, i.e. they teach you to respond only to a linguistic stimulus. They can therefore be attributed to the number of preparatory exercises. Having prepared the material for dialogic speech in this way, you can start performing speech exercises. As you know, speech activity is modeled in the pedagogical process with the help of educational and speech situations (URS). URS is defined as a set of speech conditions set by students, necessary and sufficient for students to correctly perform a speech action in accordance with the intended communicative task

CONCLUSION

As components of the URS, the formulation of the task of the exercise is considered, which models the motive or purpose of the speech action; the description of the situation (conditions and participants of communication), which models all the components of the speech situation, the URS should arouse interest in students, take into account their life experience and language capabilities; the conditions of the situation should be reported in an extremely concise form. The effectiveness of a situation is determined by the ratio between the volume of the speech response and the description of the situation.

These general provisions and the various approaches and specific examples given in the articles are concretized in relation to the nature of the speech act, which is subject to modeling at this stage of training. Depending on whether we want to get a one-step or multi-step speech action, the composition of the components of the situation and their qualitative characteristics should change.

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