



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00820.X

DIALOGUE AS AN OBJECT OF TRAINING

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ABSTRACT

This article deals with dialogues in teaching a foreign language in the learning process, forms, types of dialogic exercises and their use in the classroom. Dialogue speech is much less developed than monologue, since in the conditions of natural communication it is supplemented by the generality of the situation, the joint experience of the speakers. A speech situation is understood as "a combination of such factors of pre-speech orientation, which are constant in various specific conditions of orientation and which change affects the change in the program or the operational structure of speech action."

KEYWORDS: *Organization, Dialogue, Unit, Situation, Activity, Degree, Intermediate, Communication, Stimulation, Response, Listening, Melodic, Rhythmic, Phonogram, Factor*

INTRODUCTION

One of the most important applied aspects of linguistics is the methodology of teaching foreign languages, which today has become a testing ground for theoretical research and practical applications. If we trace the history of the methodology of teaching foreign languages over the past century, it becomes obvious that this is far from a frozen system.

The modern theory of speech activity considers dialogue as a form of social-speech communication, as the basis for cooperation and mutual understanding between people in the process of joint activities. Dialogue speech is formed under the influence of the motives of the activity. It has a specific purpose and tasks. The unit of dialogical speech, as well as monologue, is a speech act, or speech action.

Three different approaches of defining the role and place of dialogue are reflected in the methodological literature in teaching a foreign language. Dialogue is viewed as a means of mastering a foreign language (linguistic material); as a form of organization of the entire

educational process in a foreign language; as one of the types of speech activity that must be mastered in the learning process. This paper reflects a third approach of teaching dialogue.

MAIN PART

Features of the dialogue: within the framework of one speech act, there is a combination of reception and reproduction; a speech whole is constructed by two (or more) interlocutors; each of the participants alternately acts as a listener and a speaker [1, 63].

The following extra linguistic features of the dialogue are distinguished, which are a consequence of the participation of several partners in it: collectivity of information; possible diversity of information; differences in the assessment of information; active participation in the speech of facial expressions, gestures, actions of partners; the influence of the subject environment of the interlocutors

Dialogue speech is much less developed than monologue, since in the conditions of natural communication it is supplemented by the generality of the situation, the joint experience of the speakers. These circumstances exacerbate the difficulties of understanding the interlocutor in the process of dialogue in a foreign language. However, in the process of understanding dialogical speech there are also tight-fitting factors - predictability of reactions based on the knowledge of the interlocutor and the generality of the situation, the ability to rely in the process of understanding on the mimicry and articulation of the partner, on repetition typical for dialogue [2, 47].

Dialogue speech action is carried out in a common speech situation for both participants. A speech situation is understood as "a combination of such factors of pre-speech orientation, which are constant in various specific conditions of orientation and which change affects the change in the program or the operational structure of speech action." These factors include the place of dialogical speech action in the activity act and the resulting motives and goals; the conditions in which the speech action takes place, the nature of the roles in which the participants in the dialogue act; communicative psychological attitudes from which the speakers proceed; the subject of the conversation and the level of awareness of the participants in the dialogue.

Dialogue speech action, like any action, can be single-stage and multi-stage, can act as an integral part of a whole and be considered as a whole made up of parts. A speech act is defined as establishing a correspondence between two activities and the inclusion of speech activity in a wider system of activity as one of the necessary and interdependent components of the latter. In a natural act, speech action can be correlated in different ways with the activity as a whole, plays a greater or lesser role in achieving the final goal.

The degree of development of dialogic action depends on the nature of its relationship with non-speech. If the goal of an act is carried out mainly due to a non-verbal action, the act of speech is minimized, single-stage. Single-stage speech action occupies a subordinate position in the act, can be carried out in parallel with another action and have a common motivation with it. The background for it is a static external situation that unites both participants. People who are engaged in joint production activities or household chores exchange 1-2 brief remarks in order to correct the performed action, get help or the missing item for its implementation, attract another person to joint actions, evaluate his actions or jointly observed actions of other people, or simply wish a friend good health to a friend, wish each other happy holiday.

A speech action can be multi-stage when it is dominant in the act. The motives for such an action may coincide with the social needs of the speakers (with the need for self-expression, communication, self-affirmation, knowledge). The purpose of the utterance may be to convince the interlocutor of something, to give instructions, to express their feelings, to obtain information, etc. A multistage speech may precede a non-verbal one (then the goal will be planning); can follow him (discussion of results, flashback). The place time of an argument or exchange of memories is not essential to the content of the conversation. It is caused by the internal situation, the features of the speaker come to the fore: his tastes, views, the degree of his awareness of this issue and so on [4, 71].

An intermediate form between single-stage and multi-stage action is dialogue. Such dialogues are conducted mainly in the service sector, where the communication is carried out between the person performing the objective action and the customer. Such a dialogue arises on the basis of the external situation. Its content is more or less stereotyped, the language is replete with cliches. Qualitative characteristics bring it closer to single-stage action. However, in terms of the number of messages per participant, such a dialogue is closer to a multi-stage action.

Speaking appears in two forms: monologic and dialogical. These forms differ not only in linguistic characteristics, but also psychologically. Let us consider the dialogical form of speaking from the point of view of revealing the psychological content of teaching it.

Dialogue is a process of communication between two or more interlocutors-partners, therefore, within the framework of one speech act, each of the participants alternately acts as a listener and speaker. Dialogue cannot be planned, "programmed", since the speech behavior of one partner depends on the speech behavior of the other partner [5, 49].

Dialogue is associated with a number of skills that ensure the flow of conversation.

The first is to stimulate the interlocutor to speak. The stimulus for conversation can be:

- a question, for example: Are you going home? Does Peter live far from school? Where are you going? You will stay after classes, won't you? Can you play football or hockey?
- statement, for example: I'm going home, which can stimulate a reaction of different forms;
- request, suggestion, for example: Help me, please. Let's go there together. Will you open the window? Will you give me your pen? Give me your pencil, please, etc.

The second skill is responding to a speech stimulus. The stimulus-response and the response-response constitute a dialogical unity. The most common are four types of dialogical unity.

Question - statement:

To the question Are you going home? possible speech reaction No, I'll stay at school or No, I'm going shopping.

When asked Does Peter live far from school? possible speech reaction Yes, Peter lives very far from school, or I don't know or Not very far, or Near "Rodina".

Question - question:

Are you going home? - Why do you ask me?

Will you help me? - What shall I do?

Approval - approval:

I'm going home. - So am I or And I'll stay at school.

Assertion - Question:

I'm going home. - Why are you going home?

I'm writing a letter. - Who are you writing to?

The third skill is the deployment of a replica-response before giving the statements the character of a conversation. For instance:

- Have some more fish?

- No, thank you. It is very nice, but I can't eat any more.

K. Hello, Mike!

M. Hello, Kate! It's nice to see you.

K. Are you glad to be back to school again?

M. I am. But it was nice to have holidays. I was out-of-doors all day long. I had a lot of fun. And what about you?

K. I had a very good time, too. I often went to the stadium and played with my friends.

CONCLUSION

These skills are formed in students when teaching English speaking at the initial stage. Now we will consider the types of dialogic exercises in types.

1. The first type is a phonogram with dialogic speech, presented at the level of a preparatory exercise for developing listening skills. This type of phonogram "demonstrates" a dialogue that is conducted in a foreign language. The presence of interrogative sentences with a specific melodic and rhythmic pattern and the corresponding cues, the so-called "pickup" of the interlocutor's speech, the use of elliptical forms motivated by previous expressions, somewhat complicate the perception of dialogical speech. Therefore, at first, one has to teach in small simplified, sometimes even artificial (for example, questions followed by a complete answer) dialogues, which students understand relatively easily. Control in such cases is most expedient to carry out in the form of translation or retelling in the native language [2, 47].

2. The second type is a phonogram with dialogical speech, offered at the level of a speech exercise for the formation of the skills and abilities of listening to a foreign language speech. Unlike the previous type of background materials, here the dialogue is presented in a "natural" form, without any comments, without pauses for explanations. In this case, listening to a phonogram is complicated by the normal tempo of speech, the continuous process of conversation between two people. The most effective form of control is the transmission of content in the native language.

3. The third type is a phonogram with dialogical speech, offered as a preparatory exercise for the formation of skills and abilities of speaking in a foreign language. The educational difficulties

mentioned in connection with the description of phonograms of the third and fourth types are also characteristic of this type of phonogram. But unlike them, students in this case must reproduce dialogical speech, although reproduction is not an obligatory component for all cases. The main thing here is the achievement by students of a more or less accurate reproduction of the dialogue. At the middle and senior stages of training, it is advisable to retell the dialogue in pairs, imitating what was heard.

4. The fourth type is a phonogram with dialogical speech, offered as a speech exercise for the formation of active speech skills. Depending on the complexity of the dialogue itself, such an exercise can be performed at different stages of training. After repeated listening and performing the preparatory exercises, students will be able to use fragments of such dialogues when solving their speech problems in similar situations.

5. The fifth type is simultaneous dialogues. A positive aspect of such "linguaphone" teaching of dialogic speech can be considered its relatively easy controllability. Using the control panel, the teacher not only guides but also corrects the ongoing conversation. Depending on the complexity of the educational material, the level of speech training of students, such work can be revitalized by changing the roles of students, speech situations and extralinguistic factors.

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