

DIALOGUE AS AN OBJECT OF LEARNING AND ITS TYPES

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Annotation: One of the most important issues today is the creation of new, modern pedagogical technologies in the teaching of language to students, their application in practice. First of all, the goals of teaching a foreign language and its methodology must meet and meet the requirements of the interests of our society and the state. The object of this scientific article is: the process of forming the dialogic skills of students in foreign language lessons. In this article, dialogue in learning and its types will be discussed.

Key words: monologue speech, dialogical speech, speech act, reactivity, situational, S.V.Perkasa's view, role playing.

The most common foreign language spoken by a significant proportion of the world's population is English, therefore, it is not by chance that it is considered one of the popular languages taught in school. Proficiency in English can be considered in the following aspect: as a type of speech activity, it can be approached both as a learning goal and as a learning tool. So, for example, oral speech as the goal of learning is a means of communication. The use of spoken language is what a foreign language is taught for, which can generate a genuine interest in a given subject in school and a desire in students to study it. Oral speech is also used as a teaching tool, with the help of which the development of automatisms is carried out in the reproduction and transformation of the acquired lexical units of grammatical structures. A foreign language has become fully understood as a means of communication, a means of understanding and interaction between people of different nationalities.

One of the forms of oral (informal and formal) communication is dialogue, with the help of which information is exchanged by means of language, mutual understanding is established, the interlocutor is influenced in accordance with the communicative intention of the speaker. Dialogue is one of the integral components of learning in the study of a foreign language and takes up almost 70% of spoken language. Therefore, language learning from the very beginning should take place in conditions as close as possible to real communication. The emphasis should be not only on the language competence of people studying it, but also on the development of their communication skills.

In the methodological literature, there are three different approaches to determining the place and role of dialogue in the process of teaching a foreign language. Dialogue is seen

- as a means of learning a foreign language (language material);
- as a form of organizing the entire process of teaching a foreign language;
- as one of the types of speech activity that must be mastered during training.

In modern sources of the theory of speech activity, dialogue is considered as a form of social-speech communication, as the basis for mutual understanding and cooperation between people in joint activities. Dialogue speech is formed under the influence of the motives of the activity. It has a specific purpose and task. Also, as in monologue speech, the unit of dialogical speech is a speech act, or speech action ¹. A number of features of the dialogue: within the framework of one speech act, there is a combination of reproduction and reception; a speech whole is constructed by two (or more) interlocutors; each of the participants in turn is both listening and speaking.

Dialogue speech is less developed than monologue, since it is compensated by the generality of the situation, the common experience of the speakers, in the conditions of natural communication. These circumstances increase the

¹ Plotnikova T.N. Dialogue as an object of research in modern science in preschool children [Text] / TN Plotnikova // Psychology and Pedagogy of the XXI Century: Theory, Practice and Prospects: Materials IV Int. scientific – practical. conf. (Cheboksary, January 22, 2016)

difficulty of understanding the interlocutor in a dialogue in a foreign language. Nevertheless, in understanding dialogical speech, there are also such factors as predictability of reactions based on the knowledge of the interlocutor and the generality of the situation, the ability to rely upon understanding on the partner's articulation and facial expressions, on repetitions typical for dialogue. At the heart of the specificity of education is dialogue, there are difficulties determined by its characteristics ².

The following characteristics of the dialogue are distinguished:

Reactivity. It is this feature of the dialogue that determines the objective difficulties of mastering this form of communication in a foreign language for students. These difficulties are based on the following number of reasons. The reaction of a communication partner can be completely unpredictable, for example, it can suddenly turn the conversation into a completely different direction. It is equally difficult to cope with a situation where there is no partner's reaction at all. In either case, it is necessary to change the originally designated logic of the conversation in the course of communication, to connect various discursive techniques to realize the intended purpose of communication. There are often cases when students do not have the necessary social skills of dialogical communication not only in a foreign language, but also in their native language, therefore, a foreign language teacher must be able to form them virtually anew. The lack of these skills is manifested not so much in ignorance of grammar, vocabulary, and so on, but in the inability to get in touch with people, answer questions, show interest in what the interlocutor says, maintain a conversation with the help of elementary response cues, adequately use facial expressions, intonation, gestures and other paralinguistic means.

Unlike a monologue, where the author independently determines the logic of the statement and the choice of speech and language means, there is always dependence on a partner in a dialogue. In addition to the ability to speak,

² Zholnerik L.I. Teaching dialogical speech // Foreign languages at school. - 1985. - No. 3.

dialogue also presupposes the ability to listen. Here a number of new groups of objective difficulties come into force, determined by the personal characteristics of the speaker's speech. To successfully conduct a dialogue on the basis of this, it is necessary to have a certain level of development of speech hearing, compensatory skills, probabilistic forecasting. Consequently, students need to master certain response cues, create a readiness to interact in unforeseen situations, master the necessary compensatory technologies³.

Situational. As has been said more than once, speech does not happen outside of a situation. Both in dialogue and in monologue, it is the situation that determines the motive for speaking, which, in turn, is the source of the generation of speech. Educational communication has its own specifics. Educational dialogues and monologues do not always follow the same laws as in real communication. Nevertheless, if attitudes such as "Tell us about your family, your favorite hero, and so on" can provoke a more or less successful monologue, then outside a given situation such an attitude toward dialogue will undoubtedly not be successful. Situationalism, being one of the characteristic features of dialogical communication, suggests that the success of the dialogue in the lesson largely depends on the situation and the students' understanding of the speech task of communication. Otherwise, no support will help you to successfully complete the task.

Situationality is the essence and predetermines the logic of this form of communication⁴. The use of ellipses in speech is reticence, rearrangement of words, words, parts of a phrase, replenishment of speech with hints, rearrangement of speech automation (cliches). To ensure the successful course of the conversation, it is necessary to have some skills and abilities of dialogical speech. These skills are developed in students in the process of teaching English

³ Golushkova N.M. Development of mental aspects of personality students in foreign language lessons // N.M. Golushkova / Foreign language at school, No. 2, 2008. - 65 p.

⁴ Golushkova N.M. Development of mental aspects of personality students in foreign language lessons // N.M. Golushkova / Foreign language at school, No. 2, 2008. - 65 p.

speaking at the initial stage. Dialogue communication is a type of speech not one activity of its participants, but a speech act (exchange of information), in which listening and speaking are inextricably linked types of speech activity.

In conclusion, the main goal of teaching a foreign language is to form a foreign language communicative competence. An important place of communicative competence is occupied by the teaching of dialogue speech. Dialogue speech has psychological (motivation, appeal to the listener, emotional coloring, situational conditioning); extralinguistic (collectivity of information, differences in the assessment of information, active participation in speech of facial expressions, gestures, etc.) and linguistic (the use of water words, interjections, stamps, expressions of an evaluative nature, abbreviated and weak forms, etc.) features.

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