Methodological Recommendations For Teaching Monologic And Dialogic Speech In Foreign Languages

Holmuradova Zebo Shavkatovna

Teacher of Samarkand State Institute of Foreign Languages, Samarkand, Uzbekistan.
E-mail: zeboxm78@gmail.com

Abstract: The article is devoted to investigation of peculiarities of teaching monologicand dialogic forms of communication and points the main features which should be taken into account in teaching process. There are some methodological recommendations of teaching monologic and dialogic speech in foreign languages.

Keywords: monologue, dialogue, speech, communication, interlocutor, methodological recommendations.

1. INTRODUCTION

Today knowledge of foreign languages is a particularly important in the process of getting education by young people as well as in training highly qualified personnel and specialists of foreign languages. Knowledge of languages, first of all, is characterized by correct and competent speech, theoretical ground of a foreign language and, of course, the ability of monologue and dialogical communication at a high level. The problem of teaching monologue and dialogical types of speech at all stages of learning English is one of the most important problems in the methodology of teaching English.

The relevance of the study lies in a thorough study of the problems associated with teaching and implementing a monologue and dialogical utterance in a foreign language. Moreover, the theoretical substantiation of the work is also based on the psychological peculiarities for solving the cardinal tasks of teaching monologue and dialogical forms of expression.

The purpose of this article is to form a communicative core and describe the fundamental skills of foreign language communication in both dialogical and monologic forms of communication, as well as to study the methodology of teaching monologue and dialogic speech in English, taking into account the characteristic features of monologue utterance and dialogue speech.

The object of the research is the principles and features of teaching monologic and dialogical forms of expression, as well as difficulties and their overcoming inlearning process.

2. MATERIALS AND METHODS

Prominent methodologists and specialists in this area were engaged in such problems: Alkhazishvili A.A., Bim I.L, Biboletova M.Z., Zerkin D.A., Zimnyaya I.A.,

KrizhanskayaYu.S., Miruld R.P., Maksimova I.R., Passov E.I., Skalkin V.L., Sosnin V.A., Sheinov I.L. other. They mainly considered the problems of teaching monologues and dialogues at the initial stage of training. In our work, all stages of training are considered, and the problem of monologue and dialogical speech in a foreign language is carefully investigated at any level and stage of training.

Moreover, the work includes the psychological orientation of solving the problem and ways of overcoming the barriers in communication.

Research tasks are solved using the following **methods**:

1) critical analysis of scientific and methodological literature on the research problem;

2) generalization of the positive experience of teachers, methodologists and psychologists in the field of teaching speech communication;

3) observationand identification of the reasons for barriers in communication;

4) experimental verification of compound speech tasks aimed at the development of monologue and dialogical speech;

5) descriptive method aimed at theoretical substantiation of the problem.

3. RESULTS AND DISCUSSION

Teaching monologue speech is an extremely difficult matter. In this aspect question-and-answer exercises are not the most adequate means of teaching. As for the dialogical form of communication, this is the most characteristic form for the manifestation of the communicative function of the language [3, p. 138]. At the initial stage, the dialogical form of communication involves the ability to greet the interlocutor and respond to the greeting, as native English speakers do.

A monologue statement is considered as a component of the communication process at any type of communication: in pairs, group and mass. This means that any monologue statement is monologic in nature, always addressed to someone, even if this addressee is the speaker himself, although in structural and many other relations its types are very specific.

What is the content basis for teaching monologue and dialogic speech, elementary content of speaking? Therefore, from all the richness of the content of speaking, it is necessary to choose such a set of its components that it is the content of teaching speaking. Until now, the content of speaking training is determined by the range of so-called conversational topics indicated in the program. But, as has been repeatedly noted in the literature and as practice has shown, the organization of material in traditional topics is not effective enough.

Obviously, the theme is not the form in which the content of speaking is actually has. What is the appropriate form? After all, the communicative method involves building the learning process as a model of the communication process. Therefore, it is necessary to find the true form within which the content of speaking functions; it is this form that will be an adequate basis for the selection and organization of speech material. Of course, the selected content should be educational, informative, and age-appropriate for students. But there is another aspect that seems to integrate all the others. The correct definition of the content of teaching speaking (the selection of true subjects) determines the motivation of speech activity, which seems to be far from the language material. We need such a subject of speaking, i.e. a set semantic content, which could meet with a communicative need and, by objectifying it, become an internal motive for speaking. How do I find these "items"? As we know, the

second signal system of a person keeps the entire world around him in speech reflection. Consequently, knowledge about all spheres, areas and sectors of reality is stored in the human mind. They are stored in the form of models formed as a result of direct and indirect experience of performing activities in certain areas, fields and spheres.

The analysis suggests that the elements of the content of speaking at the level of their reflection in consciousness are:

1) any social event;

2) an act or process observed or reported;

3) a public fact established objectively;

4) a fact from the activities of people that does not reflect on others;

5) a concept in which everyone puts a personal meaning;

6) an objective maxim, which, however, is not suitable for all people and occasions;

7) controversial subjective statement;

8) a mass phenomenon or some object that arouses interest, etc.

A monologue statement is a segment of speech that is located between two adjacent statements and has certain parameters.A monologue statement acts as a component of the communication process [5, p. 203]. A monologue statement can be confirmed at the following levels:

1) word or word form;

2) word combination;

3) phrase;

4)super-phrasal unity;

5) text.

A speech unit of any level has inherent difficulties in mastering: for the level of words and phrases, these are morphological difficulties, for the level of phrases – syntactic, for the level of super-phrasal unity and text – logical-syntactic. Each of the levels has its own models. For words – these are types of word formations, for word combinations – their types, for all other levels – their main structural characteristics. Any model can be verbally filled, and then it serves as a speech pattern.

Teaching a monologue is an extremely difficult matter. Therefore, there are three main parameters of a monologue statement, which constitute the main difficulties and require special teaching aids.

1. The relatively continuous nature of an utterance that lasts for a certain time, without being interrupted by anyone (anything). This quality of a monologue statement is primarily a very specific psychological mood of the speaker, as well as the organization of his statement. The main mechanism here is the super-phrase affirmation mechanism. That is why a monologue statement is not the sum of answers to a series of questions.

2. Consistency is the quality of manifestation in the development of the idea of a key phrase in subsequent ones. The key phrase can be found anywhere in the monologue statement. For learning, it is important to know how the utterance unfolds, what patterns there are, what models underlie different types of monologue utterances.

3. Relative semantic completeness, communicative orientation, logical sequence. It is necessary that the consistency of actions in a monologue statement is not temporary(chronological listing of actions), but semantic.

Thus, having overcome the above difficulties, one can master the skills of a monologic form of expression, which determines the dominant role in the knowledge of a foreign language.

At the first stage, the ability to express a complete thought is developed, one statement on the topic at the level of one phrase. The teacher names the topic, and the students take turns saying one sentence at a time.

The second stage begins when students are required to pay attention to the logical connection of the uttered sentences.

The third stage is characterized by new logical tasks and a mandatory increase in the volume of the statement. Here the student should include elements of reasoning argumentation.

Learning to say a monologue begins when the task is set to express at least two related phrases, i.e. when the stage of improvement of skills and the stage of development of speech skills begins [2, p.   4]. Therefore, any statement of a super-phrasal level (two or more phrases) must have the basic qualities of a skill from the very beginning. Only the volume of the statement and the degree of quality can grow. At the stage of improving skills, one should strive for a statement with all its inherent qualities at the level of two or three phrases; such a statement can be called a micro-statement.

The term dialogical unity is very common, therefore it is important from a methodological point of view to note that the unity of neighboring remarks in a dialogue is momentary, due to a given specific situation, and not permanent, although there are some more stable bonds. This feature obliges that the linguistic basis of teaching dialogic form of communicating should not be individual phrases, but dialogical unity, which they prefer to call micro-dialogue. Methodists correctly pose the question of the need to identify dialogical unity and organize them according to structural and semantic types.

The dialogic form of communicatingis not just questions and answers. And some teachers think that it is possible to teach dialogic form of communicatingonly with the help of question-and-answer exercises. Since replicas in dialogical unities of micro dialogues can be linked not only on the basis of requesting information - issuing it, all possible connections should be used in training.

Replicas of the dialogic form of communicatingare characterized by ellipses, dislocations of words and parts of a phrase. This is due to the fact that it is very much situational and, therefore, does not need to be strictly organized. This leads to the conclusion that it should be considered appropriate to teach short, incomplete answers and even questions.

The dialogic form of communicatinguses a lot of so-called clichés, colloquial formulas, and so on. Along with interjections and modal words, they make dialogical communication emotional and expressive.

Psychologically, the dialogic form of communicatingalso differs in that each partner's response depends on the other's speech behavior. This entails the need for a quick response, which should also be taught.

Teaching a dialogic form of communication is an important link in teaching a foreign language. This is a private strategy in relation to the general strategy of learning to communicate. Therefore, its role varies throughout the learning process and, accordingly, is interrelated with the types of exercises performed in the dialogic form of communication [4, p. 11].

However, there are some specific skills, without which dialogical communication is unthinkable.

1. Awareness and ability to clearly define their speech task is due to the fact that when entering into communication, the student must clearly know what they want to achieve: persuade, convince, inform, get an opinion on some interesting issue, advise something, etc. It is the speech task that determines the function of dialogic communication. And each replica of the dialogue should be functionally adequate to this general aim of communication. Students who are not aware of their speech task, who are not able to define it, often do not know what to talk about. In this case, the training dialogues are short, not logical enoughand boring. Students' personal knowledge, sociability, broad outlookand ability to maintain a dialogue also contribute to perfect dialogic communication.

2. The ability to plan the conversation consists in the fact that each of the communication participants organizes the chain of their replicas in the dialogue so that the optimal way to achieve the implementation of their aim, taking into account the likely reaction of the partner. The ability to plan your strategic line in dialogical communication in a foreign language corresponds to a similar ability in communication in your native language, but the semantic side of planning in these two cases corresponds to the form of different languages. Even if the student's strategic planning skills are developed in their native language, the full transfer of this skill to foreign language communication does not occur due to the strong connection between the formal and substantive sides. The degree of development of this skill in relation to the native language certainly influences the ability to plan the flow of conversation in a foreign language and vice versa, the development of these skills at the foreign language lessons can improve native language [1, p. 29].

Therefore, the development of the ability to plan the course of a conversation in a foreign language is necessary. When developing this skill, it is important to remember that a certain set of "intermediate" speech functions can be used to implement any speech task. So, in order to get information about something, you can inform about your desire, about the need for this information, ask to tell, use various types of requests, without forgetting that in the right place you can evaluate what you heard and thank you for the information. For each speech problem, a set of the most frequent "intermediate" speech functions and their location is possible, which may vary in frequencies, but retains the general logic of solving the speech problem. Identifying such logical functional chains and their variants and using them as supports is important for rationalizing the management of dialogical communication.

3. In real dialogical communication, the partner's remark may correspond to the predicted one to a greater or lesser extent, or it may not correspond at all. This forces the speaker to partially or spontaneously rearrange their program in the course of communication.

You can talk about partial reconstruction when the main speech task of the speaker has not changed under the influence of the partner's replicas. Partial restructuring is possible by introducing new speech actions that were not previously programmed, or eliminating planned ones. It may be related to the temporary transition of the initiative to the speech partner.

4. CONCLUSION

Having considered the problems of teaching monologue and dialogic speech in English, we can draw the following conclusions. Speaking can take the form of a monological (coherent)

utterance and a dialogical (conversation), although this distinction is somewhat artificial in its essence. It is carried out for methodological purposes, in order to take into account the linguistic features of each of the forms of speech, the conditions of their flow. Thus, monologue speech is characterized, for example, by completeness and expansion, it can be a description, narration, or reasoning. Teaching monologue is an extremely difficult task, and question-and-answer exercises are not the most adequate means of training. As for the dialogic form of communication, this is the most characteristic form for the manifestation of the communicative function of language. Monologue utterance is considered as a component of the communication process at any level – pair, group, mass. This means that any monologue utterance is monologous in nature, always addressed to someone, even if this addressee is the speaker himself, although in structural and many other respects its types are very specific.

Dialogic speech is characterized by the use of conversational formulas, elliptic sentences, etc. Teaching a dialogic form of communicationis an important link in teaching a foreign language. Therefore, its role varies throughout the learning process and, accordingly, is interrelated with the types of exercises performed in the dialogic form of communication. Naturally, in teaching speaking, it is necessary to take into account these features, as well as to show students what is common to speech communication in both their native and foreign languages.

5. REFERENCES

[1] BogatyrevaM.A. To the problem of professional mastering of foreign language. // Foreign languages in school. Scientific journal. – Moscow, 1997. - № 2. – P. 28-33.

[2] HarlamovaM.V. Using "ideas nets" at foreign language lessons // Foreign languages in school. Scientific journal. – Moscow, 2005. - №1. – P.3-9.

[3] MardakhaevL.V. Dictionaryonsocialpedagogy. – M: Academia, 2002. – 368 p.

[4] MiruldR.P., MaksimovaI.R. Modernconceptualprinciples of teaching communicating in foreign languages // Foreign languages in school. Scientific journal. – Moscow, 2000. - №4. – P. 9-12.

[5] Pedagogicaldictionary // editor: Bim B.M. – M: Russian Encyclopedia, 2003. – 528 p.