



PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF DIALOGICAL SPEECH WHEN TEACHING THE RUSSIAN LANGUAGE IN A HIGHER EDUCATIONAL INSTITUTION

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Аннотация

В данной статье раскрыты оптимальные педагогические условия, способствующие развитию диалогической речи при обучении русскому языку в высшем образовательном учреждении.

Ключевые слова

диалог, педагогические условия, студент, преподаватель, русский язык, высшее образовательное учреждение, речевое общение.

Annotatsiya

Ushbu maqola oliy ta'lim muassasasida rus tilini o'qitishda dialogik nutqni rivojlantirishga yordam beradigan optimal pedagogik shartlarni ochib beradi.

Kalit so'zlar

dialog, pedagogik shartlar, talaba, o'qituvchi, rus tili, oliy o'quv yurti, og'zaki muloqot.

Annotation

This article reveals the optimal pedagogical conditions that promote the development of dialogic speech when teaching the Russian language in a higher educational institution.

Key words

dialogue, pedagogical conditions, student, teacher, Russian language, higher educational institution, verbal communication.

The development of speech and verbal communication is the most important task of an educational institution, where dialogue is one of the forms of verbal communication. To build a dialogue, skills such as the ability to engage in communication, mastery of forms of speech etiquette, and verbal means of communication are necessary.

Dialogue speech is one of the main forms of speech etiquette. Despite the fact that it is more complex than monologue, both in terms of attention intensity and the variety of samples used.

To build a dialogue, such skills as the ability to enter into communication, express one's thoughts, mastery of forms of speech etiquette, and verbal means of communication are necessary.

The problem of dialogue has been the subject of study by many researchers at the present stage of development of science. In particular, it is presented in the works of V.F. Berkova. Dialogue is considered as a special type of activity; the functions of dialogue are realized in the process of direct communication between interlocutors as a result of alternating stimulating and reacting remarks.

Dialogue is a chain of remarks or a series of statements that are usually generated by one another in the context of direct communication between two or more persons (interlocutors).

Dialogue is associated with three skills that ensure the flow of a conversation:

The first skill is to stimulate the interlocutor's expression. It can be in the form of a question (Can you play chess?), a statement (Let's play), or a request (Help, please).

The second skill is responding to a speech stimulus. The stimulus-replica and the reaction-replica

constitute a dialogic unity.

The most common four types of dialogic unities are:

- Question-statement: Are you going home? - No, I stay at school.
- Question-question: Are you going home? - Why are you asking me?
- Statement-affirmation: I'm going home. - I'm going home too.
- Statement-question: I'm going home. - Why are you going home?

The third skill is developing a response, giving statements the character of a conversation. For example:

- Question-statement:
 - Shall we go fishing?
 - No thanks. No I can not.
- Statement-statement:
 - These sweets are for you.
 - Thank you. I liked the sweets.

Dialogical speech is characterized by certain communicative, psychological and linguistic features.

The content and nature of dialogic communication are influenced by psychological processes:

- perception of the interlocutor's speech and orientation in the situation;
- formation of the content side of the statement;
- linguistic design of thoughts and perception of the communication partner's remarks.

At the initial stage of teaching the Russian language, the teacher uses certain methodological techniques. So, by introducing words, phrases or phrases, he selects certain situations that would show students the function, purpose of these lexical units in communication, i.e. what can be conveyed in speech with their help. For example, name an object, characterize its properties (color, size, quality), indicate quantity (one, many), location of the object, name an action, relate it to the present, future or past tense.

It has been established that material is remembered when it is repeated many times in various situations of verbal communication, bringing something new each time.

Communication in the target language is carried out not only in oral speech, but also on the basis of the content of the texts read. For this purpose, communicative tasks are used to talk about what has been read.

Dialogical speech is always motivated. The emergence of a desire among students to say something, to express their thoughts and feelings, and not just to reproduce someone else's words or a text memorized by heart, is created by certain conditions. This is, first of all, the use of such incentives that evoke in students the need to "express themselves," which is possible by creating a favorable psychological climate conducive to statements, a friendly attitude of the team, the teacher, interest in completing the proposed tasks, and the desire to complete them well. Favorable conditions for communication encourage students to listen, speak, read in the target language and do it with pleasure, instilling confidence that they can understand and speak Russian. The teacher's emphasis on student success plays a significant positive role in the process.

The teacher constantly shows students their progress and achievement in mastering dialogic speech.

Speech is always addressed to the listener, addressed to the audience. This means that we are always talking to someone, for someone, to express our opinion, share thoughts, convince, prove, ask, request, etc.

The speech is directed. The speaker attracts listeners when he expresses something of his own, individual. So, if a student talks about his favorite animal, and even shows a photograph or toy, he "creates" a listener for himself, and his speech acquires an appealing character. The teacher gives tasks that implement these characteristics of speech, based on the specific conditions of the group.

Teaching dialogical speech to students begins with their response to the interlocutor's remarks. First, the teacher gives stimulating remarks. The variety of reactions depends on the group, on the linguistic means they have, and on the individual characteristics of the students. Then the students themselves give stimulating cues, and others respond to them. After the student learns to easily respond to a stimulus at a fast pace with one response, the teacher shows how to expand the response response into a short statement.

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