

COMMUNICATION TRAINING EXERCISES

DIALOGIC SPEECH

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Abstract

This paper considers the theoretical foundations of dialogue as a form of speech and the role of conditionally communicative exercises in the development of skills of dialogue speech.

Keywords: Speech communication, dialogue, classification, methods of combining phrases, training, dialogue speech, role-playing, reproductive exercises.

Introduction

РОЛЬ КОММУНИКАТИВНЫХ УПРАЖНЕНИЙ В ОБУЧЕНИИ ДИАЛОГИЧЕСКОЙ РЕЧИ

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Аннотация:

в данной работе рассматриваются теоретические основы диалога как формы речевого общения, а также роль коммуникативных упражнений в развитии умений диалогической речи.

Ключевые слова: речевое общение, диалог, способы сочетания реплик, упражнения, диалогическая речь, коммуникативные упражнения, ролевые игры, репродуктивные упражнения.

Introduction

Dialogue as a form of speech communication is not given to a person from birth. It is mastered, like any type of activity, in the process of direct exchange of statements between two or more people.



Dialogic speech in terms of content and language design has a number of features: brevity of statements, polysemy of the subject, frequent switching from one topic to another, understatement, exchange of remarks occurs quickly, hence the unpreparedness and spontaneity of speech.

In terms of language design, dialogic speech is characterized by the use of varied intonation, speech clichés, modal words, interjections, addresses, colloquial words, facial expressions and gestures.

A balanced dialogue is a calm conversation between equal partners, in which the initiative passes from one participant to another or the initiator is traced. For example:

- Меня зовут Озода, а тебя?

- Дамира. А какую школу ты представляешь, Озода?

- Гослицей.

The unit of teaching dialogic speech is a dialogic unity formed by a pair of cues. The methods of combining cues can be different, they form the basis of the functional typology of dialogic units:

- Вопрос-ответ:

- Дочка, что ты читаешь?

- Стихи А. Барто.

- Вопрос-вопрос:

- Диёр, дедушка дома?

- А что, его нет?

- Сообщение –вопрос:

- Мы только что пришли из кинотеатра.

- А что смотрели?

- Сообщение-ответное сообщение:

- Сегодня первое сентября.

- Да, первый день осеннего месяца.

- Приглашение-согласие или несогласие:

- Пойдём ужинать.

- Хорошо. / Спасибо, я уже ужинала.

- Просьба - сообщение:

- На обратном пути загляни в почтовый ящик.

- А я уже забрал газеты.

- сообщение- просьба:

- Сегодня мы всем классом пойдём в музей.

- Пожалуйста, будь внимательным при переходе улицы.

The highest level of dialogic speech proficiency involves conducting a relatively relaxed conversation.

Free dialogue is used during a conversation, discussion, interview, where the general logic of the conversation is not initially rigidly fixed by social speech roles.

In this paper, we will consider some types of conditional communicative exercises that are of great importance in developing dialogic speech skills.



The following types of conditional communicative exercises are used in practice:

- reproductive exercises;
- communicative (speech) exercises with a grammatical focus.

Reproductive exercises form mental operations, enrich with knowledge, skills and abilities in composing dialogic speech.

When performing these exercises, students produce a statement using the introduced material. The basis for these exercises can be a short text or dialogue, listened to or read several times. They are usually performed with the support of tables, diagrams and pictures. For example:

- ?

-

- ?

- !

For example, to complete the work on the topic "Address", it is recommended to prepare a dialogue based on the situation "Teacher and student" or "Doctor and patient" using common and uncommon forms of address, observing the etiquette of address.

Communicative exercises with a grammatical focus, the main goal of these exercises is to develop skills in any type of speech activity: speaking, listening, reading, written expression of thoughts, to encourage the interlocutor to speak, to regulate his speech behavior, etc.

These exercises are a necessary link in the work on grammatical material. Without them, grammatical skills are not perfect enough, and remain a dead weight in the student's memory.

Situational exercises can be with limited language material or without limitation, created on the basis of a picture or filmstrip. For example, using the situation "Apartment renovation" makes it possible not only to activate joint speech activity and improve various speech skills and abilities, but also the speech application of constructions:

Paint/to touch up, hammer/nail, glue/stick -What?; hang/hang, put/put-Where?; stand, hang, lie-Where?

Role-playing games are closest to solving real communication problems, they allow you to take into account various types of interpersonal relationships during the game, to defend the point of view of the character whose role the student "plays". The structure of a role-playing game includes the following components: role, initial situation, role actions.

The main goal of the teacher is to teach students, depending on the situation, to correctly start a dialogue, ask a question and answer it both in a short form and in the form of a short monologue, as well as to support the conversation, develop the interlocutor's thought and bring the dialogue to a logical conclusion.

During the exercises, you should not focus on the students' mistakes, interrupt them. If the student has difficulty, it is better to prompt suitable words. And grammatical, phonetic and lexical errors only indicate what needs to be worked on. And only after completing the work should you pay attention to the mistakes made. Conditional communicative exercises contribute to positive changes in the speech of students both in qualitative and quantitative terms (correctness of speech, volume of utterance).



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