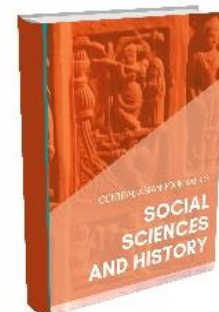




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Methods of Teaching Dialogic Speech to Students in Uzbek Schools

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Abstract:

This article deals with the methods of teaching dialogic speech to pupils of Uzbek schools. It is emphasized that the situations created by the teacher in the classroom are organized as an interweaving of role expectations and informal personal manifestations. The student, depending on the type of his personality, on the degree of proficiency in the language being studied, on the specific role in this situation, can “express himself” or “hide behind his social role”.

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Methods of teaching Russian as a foreign language (RFL) is an independent pedagogical discipline about the laws and rules of language teaching and methods of language acquisition, as well as about the features of education and upbringing by means of the language. As A.A. Leontiev: “The subject of the method of teaching Russian as a foreign language is the optimal system for managing the educational process, i.e. a system aimed at the most effective mastering of the Russian language by students. Description of the Russian language with the aim of teaching it as a foreign language is a separate branch of pedagogical grammar with certain features.

The main and leading goal in teaching Russian as a foreign language in a secondary school is the communicative goal, which determines the entire educational process. Dialogic speech is one of the main forms of verbal communication. Despite the fact that dialogic speech is more complicated than monologue, both from the point of view of tension of attention, and from the point of view of the variety and quality of speech samples used, and for a number of other reasons, nevertheless, from the point of view of consistency in teaching oral speech, preference should still be given dialogic speech. After all, it is through dialogue that individual speech patterns, entire structures are worked out and remembered, which are then used in monologue speech. Today, the first place among the methods of teaching Russian as a foreign language belongs to the communicative method. Its purpose is to develop students' skills to solve communicative problems by means of a foreign language, to

communicate freely with native speakers. Thus, the language is acquired during natural communication, the organizer and participant of which is the teacher. At the same time, the student plays the role of the subject of this communication and must constantly act. Most of the existing methods of teaching foreign languages, including those that are commonly called active, as a rule, do not take into account the personality of the student, his potential intellectual and creative abilities, his relationships in the study group. Thus, those obvious reserves for activating learning activities that are inherent in the personality of the student and group interaction are not used. Meanwhile, the potential effectiveness of the interactive learning system lies in its focus on the overall development of the student's personality, its intellectual, emotional and motivational aspects. The variant of interactive learning is a method of activating the reserve capabilities of the student's personality. This method involves not so much the impact on the student as his counter activity, which is extremely enhanced in the conditions of group interaction. As for the development of the student's personality, it proceeds mainly in the conditions of two main types of activity - educational and communication activities. A necessary element of these two types of activity, as you know, is the cognitive activity of the student's personality. Since we consider the problem of communication as a problem of the individual and the group, the general psychological approach (the study of personality) must be supplemented by the socio-psychological approach (the relationship of the individual with other members of the group). Despite the fact that psychology emphasizes the inextricable relationship between thinking and communication, the learning process continues to be traditionally considered as an individual activity of the student or as the result of paired interaction between the student and the teacher.

Perhaps this is due to the complication of the forms of cognitive activity, which leads to the strengthening of ties in the "teacher-student" system and the weakening of interpersonal contacts between students. And yet, learning activities do not fully arouse the need for joint activities among students. The work of students is predominantly individual in nature, although the so-called "group" forms of work have long been recognized in world and domestic pedagogy.

Their feature is the interaction between students, mediated by the learning task, their joint coordinated activity, the effectiveness of which depends on the personal characteristics of students, their level of knowledge, their relationship with each other and with the teacher. At the same time, it is provided by those factors that characterize any joint activity, and above all, the general atmosphere of dialogue, emotional empathy, mutual influence of psychological attitude.

Relationships that develop in a group united by dialogical communication stimulate the development of self-esteem and self-regulation. Self-knowledge and self-assessment, included directly in the educational activity, are not only activated, but also change qualitatively. The state of the dialogue causes the student to need not only to correctly understand the requirements presented to him by others, but a specific learning situation, but also to present their own requirements, overcome internal obstacles and correctly assess their capabilities and the results of their activities.

In order for self-esteem and self-regulation to lead to self-affirmation of the personality of the student and mutual enrichment of all students, the teacher must constantly help them.

The teacher's tools in the struggle for the success of each and the group as a whole are encouragement, tact in comments, faith in the success of each, general benevolence. This is doubly important when considering that the trainee is an adult with a determined character and habits. One of the methods for including students in dialogical communication is a role-playing game. The roles in which the student

performs help him get rid of habitual ideas about oneself, activate their creative possibilities, i.e. contribute to the disclosure and manifestation of his personality. It is also important that role-playing activity increases the emotional tone of the educational process. As a result, usually the student strives to show his best side. The situations created by the teacher in the classroom, are organized as an interweaving of role expectations and informal personal manifestations. Student, depending on the type of their personality, on the degree of proficiency in the language being studied, on the specific role in this situation, can "express itself" or "hide behind its social role". Game activity is always motivated communication. Therefore, any act of communication in the lesson is obviously justified. The management of game activity is also the management of dialogical communication.

The teacher involves everyone in a common activity, thoughtfully distributes roles in each new game, study, makes everyone a temporary leader, in a word, manages communication, teaches dialogue. To manage the dialogue, the teacher must master the means of establishing and maintaining contact, i.e. his outer technique and arbitrarily control it. On the other hand, he must teach students the techniques of dialogue, certain communicative stereotypes.

So, the method of activating the reserve capabilities of the student's personality is based on the main provisions of the paradigm of student-centered education within the framework of the dialogue concept of culture. Dialogue communication is understood in a broad sense as an interaction that takes place in the process of self-realization with the aim of revealing the creative reserves of each student. The didactic and methodological techniques of the method of organizing dialogic communication organically follow from its scientific, psychological and pedagogical foundations. The central core of the method, which organizes all educational activities, is two-dimensionality:

First plan (trainee)

- Teaching
- dialogue communication
- game activity
- content plan (act of communication)
- global perception of language material
- involuntary and arbitrary memorization, etc.

Second plan (training)

- training
- dialogue management
- learning activities
- form plan (language means)
- organization of language material
- means of organizing speech communication, in particular, non-verbal communication

Thus, the main thing for the student is dialogical communication itself in form of play activity. At the same time, the linguistic material is perceived globally, synthesized and remembered, mainly involuntarily. The task of the teacher is the organization of educational activities with maximum

efficiency. He consistently and purposefully uses all the possibilities of presenting educational material, in particular, non-verbal communication (intonation, gesture, facial expressions, rhythm, etc.) to organize its memorization. Kindness, tact, teacher, encouragement, approval - this is also the second plan, which creates a special microclimate in the group, an atmosphere of trust and confidence, students in their own strength and the achievability of their goals. At that while students decide the semantic or emotional task, the teacher systematically works out the forms of linguistic phenomena.

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