



The Role of Dialogical Speech in the Formation of Foreign Language Competence in Students of Non-Linguistic Higher Education Institutions

Mirzayeva .E.T

Lecturer at the Department of Russian Language
Kimyo International University in Tashkent.

ABSTRACT

The article analyzes the features of teaching speech communication in a foreign language to students of a non-linguistic university of the level considering it brought examples of exercise for the formation and development of dialogic speech skills necessary for mastery of foreign language competencies.

ARTICLE INFO

Received: 20th December 2022

Revised: 26th January 2023

Accepted: 28th February 2023

KEYWORDS: dialogical speech, development of communication skills, non-linguistic university, foreign language competence.

Teaching the Russian language in the conditions of National-Russian bilingualism is traditionally seen as a process that ultimately should lead the student to master the basics of knowledge about the language and skills of speech activity. In accordance with this, two aspects can be allocated in the level of training in the Russian language: the level of knowledge and the level of ownership of Russian speech.

Practical observations show that the most important difficulty that teachers of the Russian language faces is the non-formality of students of speaking, in particular, dialogical speech skills.

In connection with the ongoing process of expansion of intercultural contacts in the field of science, production and culture, in Russia there is an acute need to train highly qualified specialists - graduates of non-linguistic universities, who must have the competence of foreign-language communicative communication [2, p. 224]. Thus, the formation of foreign language competence is one of the goals in teaching students of non-linguistic specialties to a foreign language. Subject to the successful achievement of this goal, students should get the opportunity to communicate, remove language barriers, achieve mutual understanding in the process of communication in a foreign language. At the same time, much attention is paid to the development of the skills of oral monological and dialogical speech in the professional sphere of communication.

Despite the fact that at present, oral speech at a non-linguistic university is given much more attention, a low number of training hours does not contribute to the development of basic speech skills. And if we compare students' ability to use the monological and dialogical forms of oral speech, then with regret you can state almost complete inability to conduct a dialogue. In the best case, this "skill" boils down to the exchange of question-answer replicas. The fact is that in order to conduct a dialogue, it is not enough to have a certain margin of words and knowledge of grammatical rules. Observations show that they are more often disturbed by their communication between partners than grammatical rules. Therefore, along with the ability to build

the correct statement, it is necessary to develop among students and the ability to join the process of communication.

If we talk about the meaningful side of the students' speech, then, in most cases, it is reduced to a question-answer form. Sometimes it is difficult to see the logic of the development of dialogue from the question to the question. However, it would be unfair to blame only students in everything. Of course, students with a higher level of knowledge make less errors, they have a higher pace, but typical features of dialogic speech are also absent.

Reflecting on the fact that the formation of dialogical speech skills in the first year practically occurs very slowly and inadequate means, we suggested that the presence of a number of dialogs built on the material of texts intended for the development of such skills can promote the intensification of the learning process.

Such dialogs will be able to not only demonstrate the possible use of the actual material of the text in the conversation, but also increase interest in learning a foreign language, improve the work of students as a whole, and promote the activation of creative activity. To implement our proposals, micro-dialogues were created for the first topics of the first year: "Our Institute", "My Family", "My Hobby". The situations were chosen with an indispensable support on the real life of a first-year student. Naturally, the compilation of dialogs used material that goes beyond the text of the same.

We stopped on dialogs including 3-4 dialogical unity, but at the same time took into account the fact that most of the content turned out to be unrefined. At the same time, it was possible to use the material only available in form for oral communication, and this also limited the frame of the sample dialogue. The presence in each of the dialogues of a certain emotional background encourages students not only to reproduction of the finished material, but also to the performance of their role in the dialogue, which noticeably "humanize" the intonation and is an additional incentive to work [1, p. 122].

Students from the very first classes receive an explanation that the educational dialogue is not a simple alternation of questions and answers. Dialogs-figures are recorded and learned after the necessary explanations and exemplary reading. Not just unfamiliar or difficult constructions are explained, but their functional character.

When students have some skill and a supply of ready-made and semi-finished forms, one partner can instruct to change a certain part of the dialogue and encourage the partner to an unforeseen turn of the development of thought. This is not all at once, but very beneficial affects the formation of the skill of dialogical speech, which, of course, cannot be reduced to the reproduction of the memorized material.

We do not set our task to form during the first course the skills of free conversation within the material being studied. Yes, this is hardly possible for a longer time for training at non-linguistic faculties. However, teaching students to combine on the basis of a certain number of finished samples is the result that is carried out in the first year.

Positive emotions that arise in the process of communication contribute to the release of creative reserves of the personality, which allows the study of a foreign language more interesting and rich.

List of used literature:

1. Lamina L.V. Organization of classes on interconnected teaching types of speech activity // Actual problems of restructuring the educational process at the university. - Saratov: Publishing House Sarat. University, 1993. S. 120-123
2. Malkova Yu.L. Foreign language at a technical university: a new level of quality // News of higher educational institutions. Series "Humanitarian Scientific." 2013. Volume 4. Issue. 3. S. 224-227
3. Shcheglova T.V. Activation of cognitive independence of students in teaching dialogical speech // Intensification of the educational process at the university. - Saratov: Publishing House Sarat. University, 1992. S. 69-75