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**METHOD OF TEACHING  
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**Formation of dialogic skills in the process of dialogic communication in English by the 5-6<sup>th</sup> form learners**

The Structure of dialogical communication skills include performance, motivation, communication and intellectual components, mechanisms, which together guarantee the use of language to express ideas orally to interoperability, alternate between partners operating in different roles: the listener and the speaker.

Elementary, basic dialogic communication skills in the English language within a single cycle of lessons on three levels-in development. Accordingly allocated Dialogic communication skills of basic, secondary and higher levels. They differ from each other in the voice range of operations and actions, the extent of their power, community, mobility and completeness.

The development and formation of a dialogical process of dialogic communication skills in the English language learners 5-6 grade need to mold to focus the learning process on the coordination of the above-mentioned components.

**Key words:** Dialogic skills, communicative approach, verbal skills and activities, dialogic communication, speech activity.

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**Ағылшын тіліндегі коммуникативтік қарым-қатынас үдерісінде  
5-6 сынып оқушыларының диалогтік дағдыларының қалыптасуы**

Диалогтік коммуникативтік дағдылар технологиялық (оперативті), мотивациялық, қарым-қатынастық және зияткерлік (интеллектуалды) компоненттерден тұрады. Мотивациялық және зияткерлік компоненттер субъектінің барлық іс-әрекетінің ажырамас бөлігі ретінде өмір бойы қалыптасады, ал технологиялық (оперативті) қарым-қатынастық ( коммуникативтік ) компоненттер өз кезегінде ақпараттық іс-әрекеттерде көрініс табады. Зияткерлік құрам әмбебаптық сипатқа ие. Оперативтік құрам басқа дағдыларға тәуелді болады. Ол лексикалық бірліктер мен моделдерге тәуелді бола отырып, хабарламалық мақсаттарды анықтайды және білім алушының интеллектуалдық қабілеттіліктерінің даму деңгейлеріне байланысты дамиды. Әрине, орта мектептің 5-6 сыныптарында ағылшын тілін оқыту барысында диалогтік дағдыларды тілді тасымалдаушылардың диалогтік дағдыларымен бірдей қалыптастыру мүмкін емес екендігі түсінікті.

Оқушылардың ауызекі сөйлеу идеяларында қолданылатын рөлдік диалогтік механизмдер – тыңдаушы және спикер оқыту барысында партнермен өзара әрекеттестікте және коммуникативтік рөлдерде кезекпе-кезек қарым-қатынасқа түсу арқылы ғана көрінеді.

Жеке циклдік сабақтарда ағылшын тіліндегі қарапайым, негізгі диалогтік дағдылар тақырып бойынша дамудың үш деңгейін қамтиды. Диалог арқылы сөйлеу дағдылары бастауыш, орта және жоғары деңгейлерде көрініс табады. Олар бір-бірінен тілдік операциялар мен тілдік әрекеттерді жеткізу ұзақтығымен және олардың деңгейлерінің орнықтылығымен, әмбебаптылығымен, мобильділігімен және толықтығымен ажыратылады.

Ағылшын тіліндегі коммуникативтік қарым-қатынас үдерісінде 5-6 сыныптарда оқушылардың диалогтік дағдыларын олардың даму деңгейлерін және компоненттер құрамын есепке ала отырып, әдістемелік тұрғыда қалыптастыру қажет.

**Түйін сөздер:** диалогтік дағдылар, коммуникативтік тұрғы, диалогтік қарым-қатынас, тілдік әрекет, тілді оқыту әдістемесі.

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**Формирование диалогических навыков в процессе коммуникации на английском языке учеников 5-6-х классов**

Структура диалогических коммуникативных навыков включает технологический (оперативный), мотивационный, коммуникативный и интеллектуальный компоненты. Интеллектуальный и мотивационный компоненты формируются в течение всей жизни субъекта и являются неотъемлемой частью в любой деятельности, в то время как оперативный (технологический) и коммуникативный компонент присущ информационной деятельности. Интеллектуальная составляющая имеет универсальный характер. Операционная составляющая является наиболее зависимой от других. Она зависит от моделей и лексических единиц, их построения, сочетает в себе ситуации, определяемые характером и целью сообщения, зависит от уровня развития интеллектуальных способностей.

Понятно, что в контексте преподавания английского языка в 5-6 классе средней школы мы не в состоянии сформировать навыки диалога на английском языке в полном соответствии с диалогическими навыками носителей языка. Механизмы ролевого диалога – слушатель и спикер, используемые в обучении школьников, гарантируют выражение устной идеи с точки зрения партнеров по взаимодействию, поочередно действующих в коммуникативных ролях.

Элементарные, основные диалогические коммуникативные навыки на английском языке в пределах единственного цикла уроков по теме включают три уровня в развитии. Выделяется владение навыками диалогической речи начального, среднего и высокого уровней. Они отличаются друг от друга по длительности передачи речевых операций и речевой деятельности, степени их прочности, универсальность, мобильность и полноты.

Методически в процессе диалогической коммуникации на английском языке учеников 5-6-х классов необходимо формировать и развивать диалогические навыки общения с учетом компонентного состава и уровней развития.

**Ключевые слова:** диалогические навыки, коммуникативный подход, диалогическая коммуникация, речевая деятельность, методика обучения языку.

**Introduction**

The meaning of the formation of dialogic skills in the development of foreign speech of junior school learners is very high. Dialogic skills – skills development is the subject of the ways to act the dialogic action to ensure collection of the acquired knowledge and skills.

The essence of dialogic teaching skills at an early stage is that in the course of such training helps learners develop the ability to use the dialogic speech as a means of communication. The base and the leading goal in the teaching of foreign languages in secondary schools is a communicative purpose, which determines the entire educational process.

**Body**

The structure of skills can be divided into several components required for a successful flow of speech activity: operational component, motivational component, communicative component, intelligent component.

First, it is the operational component that implements the linguistic operations, namely selection, combination and control the use of phonetic and lexical and grammatical means. The formation of this component allows the subject to

be automated, fast, non-tensioned and correctly in respect of the rules of language to implement these operations.

Secondly, speech activity is not possible without the presence of the motivational component associated with the needs and motivations arising in a particular situation and guide all the mechanisms of perception of speech. As known, the appearance of the motive is a combination of “the needs of the subject of speaking – the thoughts of the speakers”. (Zimnya I.A, p.109). Therefore, the motivation component involves the occurrence of a generalized content of the statement, which was subsequently deployed, updated in accordance with the objectives of the subject.

Third, the structure of the skills of speech activity should distinguish communicative component associated with the orientation in the situation (situation analysis, assessment of the interlocutor), and with the appropriate construction of the speech. The adequacy of verbal behavior depends on the level of formation exactly of communicative component.

Fourth, the implementation of communication activities necessary for intellectual component, which refers to the ability of the subject to make speech cognitive, mnemonic, perceptual, and

some other operations to construct meaningful and formal statements of the parties.

Intellectual and motivational components are formed during the entire life of the subject and are integral in any of its activities while the speech operational and communicative components inherent in the communication activities. The intellectual component has a universal character, as intellectual skills accompany the formation and demonstration of all the mechanisms involved in the perception of speech.

The operating component is the most dependent on the others, as the range of models and lexical units, their design, combining a situation determined by the nature and purpose of the communicant, the level of development of intellectual abilities. It is based on spontaneously acting stereotypical communication: situational stimulus, speech task – appropriate language forms.

The interaction of all these components in the dialogic communication is as follows: "Any extralinguistic situation as a fragment of reality is reflected in the human mind in the mental categories, the coordination of which gives an idea of the situation as a whole and forms a conceptual and mental model" (Stepanova A.N., Sukhoskaya, p. 11-16.)

It is perceived differently, experienced and interpreted by the subject, giving rise to one of the motives to communicate. It can be: a) different degrees of interest in the subject of speech, to the situation, to the partner, to the relationship between the communicants; b) different degrees of obligation; c) the dissonance in installations, in the level of awareness, actions, the views; d) emotional infected; e) mixed motives. As a result, the orientation of the subject in a situation determines the topic of conversation, which is its notional core, relative, emotional-evaluative statements of the field of future, the form of interaction with the listeners. On the one hand, "the content of communication determines the goals that govern the process of communication" (Erastov N.P., p.20-21), "Aim installations arise from the subject – thematic framework of speech, that is sensory representations of situations meaningful to the individual experience" (Yakhno P.S., p.15-19), and, on the other hand, the purpose specified, are concretized in the deployment process that is a meaningful plan of statements. In most cases, denotative (discussed) situation serves as a stimulus function when speaking motive associated with the content

of statements that defines specific goals interlocutors (Erastov N.P., p. 20-21).

Almost parallel to the operation of motivational, communicative and intellectual components are included the operating mechanisms. The form of construction related to the thoughts expressed by a language model corresponding to a given situation, with the intention of the speaker's voice. Semantic links are refracted through the structure of the language of thought, "syntactic functions stratify on them in order to meet specific requirements of the process of speech communication". (Katznelson S.D., p.104). In the special literature both theoretically and experimentally proved the initial appearance in the mind of the subject of a complete syntactic structure of statements followed by the selection of specific words. (Gak V.Q. pp.20-24), Thus, the ability to carry out communication activities is based on a synthesis of operational, motivational, communicative and intellectual components which are in constant evolution. Availability of skills alone does not guarantee speech activity.

Necessary to form other components. It is their combination makes the work performed by targeted, dynamic, productive, integrated, and self-conscious, that is, allows the subject to exercise it at the level of skill.

The product of dialogic communication is a dialogue. "It is objectified and psychological content of the activity, and the idea (the subject of speaking), and the means and the method of its formation and formulation (language tools and the speech itself)". (Zimnaya I.A. pp. 49-56). Consequently, the nature of the dialogue as a product of dialogic communication, to determine the appropriate level of skills.

Necessary to solve the problem of the dynamics of development of dialogic skills of the interconnectivity of this process with the formation of skills, determine the ratio of dialogue speech in the functions of the objectives and the means of teaching English at various stages of assimilation.

It is clear that in the context of teaching English in 5-6th form of secondary school we are not able to form dialogic skills in English in full compliance with the dialogic skills of native speakers. Here the focus should be on basic skills of the dialogue. (Shatilov S.F., pp.73-74.). The structure of the elementary skills of dialogue, on the one hand, must include all of the selected components (operational, motivational, communicative and intellectual), and, on the other hand, the level of development of these

components will be different for different conditions and stages of learning foreign languages.

Galperin P.Y. points out that "... the excessive development fixes the action in the form and it becomes an obstacle for transfer to further. Therefore, all of the intermediate forms of the action to be developed only to a certain degree, to the free and correct execution without automation" (Galperin P.Y, pp.25-29).

The formation of skills, if carried out in adequate conditions, lays the foundation for achieving the level of skills. In this case, under the appropriate conditions for the formation of language skills we have in mind are those which by their basic properties comply with the terms of their inclusion in the overall activity. (Lapidus B.A. pp.63-84.).

Genuinely speaking skills are formed only when the operational component is developed jointly with others (motivational, communicative and intellectual). This is due to the dependence on other first. Isolated formation mechanisms operating component does not meet the conditions of their functioning in speech activity.

Experience shows that before we reach the automation of certain operations with linguistic means, their rapid, sustained and flexible execution is necessary to strive to ensure that the learners aware of the objectives of action to which they belong, their situational causality, their function in speech, that is to develop skills such as quality focus. Then, as the automation of individual operations increased dynamism, autonomy and integrity of the action, due to the gradual formation of the speech mechanism, fitting them to the new media and is manifested in improving the quality and quantity of speech causing process and its product. Such approach makes it possible not to delay the development of skills at a remote stage of teaching, and is ready to generate some of its qualities already in the early stages of learning. That is what will ensure adequate conditions for the establishment of skills that can be integrated as part of the overall activity.

The simplest unity of dialogic speech is a two-term dialogical unity, including action – is challenging the perception replicas and responsive, the initial level of skills development dialogic speech can be considered possession of these actions in the aggregate. Achieving this level is the main goal of the first phase. Formation of skills here is the result of the repetition of target (automated) operations as part of increasing the degree of speech acts in the dialogic unities – construction of the replica by

analogy, by the substitution, transformation, independent of their spawn, by colliding with different types of actions. (Passov Y.I., pp.31-39).

In order to establish mechanisms of the operational component to be carried out in conjunction with other species, the condition for the development of verbal skills and abilities to be necessary, the main factors of the dialogized exercises at an early stage should be the teaching situation and feasible verbal thinking tasks offered in the units.

In this case, the independence of learners in the choice of operations is considerably limited, because the use of the target operation is required, due to the type of learning situation and the speech task that program its inclusion in a statement. A sample of execution, the presence of some supports make it easier to use of the target operation. It is combined with the operations learners before, which in this case are improved due to the expansion of their relations.

Skills development of dialogical speech is due to the fact that the operation automatable absorbed in the main action in different dialogical unity. Learners take possession of the functioning of these operations and activities in the learning situation, formed the combination mechanisms, mechanisms of combination adjacent replicas, generation and perception of replicas – stimulus and reactions. The content of the statements and the structure of operations is set partly installed, and partly determined by the student. In the exercises are formed and perfected mechanisms not only operational, but also motivational component (the theme to the operation is created of an installation, stimulating replicas content aspect of statements) communicative component (adequacy of stimulating replicas, situations, reactions to the stimulus, the development of mechanisms of anticipation for installation, sample) some of them transferred from their native language.

It is correct to speak about the elementary ability to dialogue speech, although is not fully automate yet the entire composition of the operational activities. After all, even at this stage, the transfer of previously learned operations into new situations, their integration, combination in the main action of dialogic communication. But this transfer is within a specific type of situation, the installation of the teacher with supports. Each conditional verbal exercise is based on similar situations that require the repetition of certain speech acts and their combinations. Usually for automation target operation is carried out a series of exercises, which differ from each other type of learning situation and a combi-

nation of speech acts and operations in dialogical unity. Learners are able to understand the interconnection between the purpose of the actions of its means and conditions. This is the foundation for the development of skills.

So, in the first stage of teaching the learners not only formed and perfected some skills, but at the same time developing skills of dialogic communication at initial level, and this is the possession of a set of speech acts by learners, which allows them to participate in the process of communication in English in a single volume dialogical unity, constructed from various combinations of the studied lexical and grammatical items.

Further, the development of dialogical communication skills at the expense of learners mastering the ability to combine a number of unities of dialogue, enlarge replicas in it, generate three-term dialogical unity. At this stage of learning is to enlarge the range of transfer operations and actions in different situations, increasing their combination, integrity and variability. Increasing independence of the learners in determining the specific content of statements, in accordance with the situation, and in the selection and combination of operational composition of speech. Extending the range of transfer and combinable operations and actions is provided the complication of the learning environment, which is manifested in changing the character of supports, situations, settings that control the teacher's actions. Thus, here is a comprehensive improvement of the mechanisms of all components of dialogic communication (carried over from the native language, formed earlier in the study of the English language, formed in this cycle of work).

In the structure of the dialogical speech the skills include operational, motivational, communicative

and intelligent components, mechanisms which together ensure the use of language to express ideas in orally in terms of interaction partners, alternately acting in different roles: the listener and the speaker.

When teaching English it is advisable to distinguish a proper dialogue speech skills normally and basic skills dialogic speech on learning English. By the latter is meant the use of such a limited set of language tools for the expression of thoughts in terms of interaction partners, which is characterized by different degrees of perfection. Their structure includes all of the selected components, but the level of development of these components will be different for different conditions and stages of learning.

### Conclusion

The skills of dialogical speech in the target language within a single cycle of lessons on the topic are held three levels in the development. Accordingly stand out the dialogical speech skills of primary, secondary and higher levels. They differ from each other on range transfer of speech operations and activities, the degree of their strength, generality, mobility and completeness.

At the end of the work on the cycle we have not fully developed dialogical skills, but only within the framework of studying the topic, a number of situations, a strictly defined set of operations and actions, that is with a limited level of development of the operational, communication, motivation, and intellectual components of dialogical speech in the target language.

Thus, the development and formation of dialogic skills in the process of dialogic communication in English by the 5-6<sup>th</sup> form learners should be carried to focus the teaching process on the coordination of the above mentioned components.

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