FORMS OF SPEECH IN TEACHING DIALOGUE

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A R T I C L E I N F O.	**Abstract**
Keywords: dialogic speech, methodical science, teaching students, monologue speech, role-playing game, conversation.	This article reveals the importance of two forms of speech in the educational process. The article emphasizes that the dialogic form of speech is typical for personality-oriented communication in joint activities, where it often develops into a polylogical one.

Speaking involves two forms of speech - monological and dialogical. In methodological science, the most developed issues of teaching students monologue speech (retellings, messages, reports, etc.), the process of teaching students dialogic speech is much less covered.

A dialogical utterance (text) can be defined both from the qualitative and quantitative side. The qualitative characteristics of a dialogical utterance can be characterized by their content, the topic of speech, the type of dialogue, the type of their constituent units, and the quantitative characteristics of a dialogical text are determined by the number of phrases and their degree of expansion as part of a dialogical unity, as well as the number of dialogical units of a dialogical utterance.

According to the degree of expansion, the dialogue can vary from a dialogical unity that includes two replicas to a detailed dialogical text built on the basis of combinations of various dialogical units consisting of several common replicas.

The communication situation and the qualitative, quantitative features of the dialogical text are closely interrelated and strongly dependent on each other. The teacher can direct the speech actions of students, i.e. participants in dialogical communication, changing certain moments of the speech situation during the lesson.

The breadth, completeness and construction, the nature of the language material and dialogical units depend on various situational factors:

1) There is or is no internal contact between the interlocutors.

they use a more curtailed speech, the dialogue is characterized by brevity, silence, picking up, parallelism in replicas;

the dialogue becomes more complete and detailed, can be combined with a monologue;

2) Goals and objectives, equality or inequality of participants in the dialogue according to the degree of awareness, position or social status, age, etc.

The type of dialogue depends on these factors: interrogation dialogue, confidential conversation, suggestion, etc. The process of teaching foreign-language dialogic communication involves not only the

assimilation of a variety of dialogic units, but also the preparation of students to understand the strategies and tactics of speech behavior.

In order for students to master the conscious use of various strategies and tactics for initiating dialogue and reactions to the interlocutor's remarks, which they practically speak in their native (Uzbek) language, but often do not realize the rules of their own speech behavior, it is necessary to set them communicative tasks.

The simplest and most effective way of modeling in an interactive learning method is a role–playing game. The game makes it possible to simulate real communication using language as a means of communication, when educational schemes are filled with appropriate content in game dialogues. Role-playing discussions help to form communication skills in dialogic speech and monologue speech, the ability to express their thoughts briefly and clearly.

Let's consider a role-playing game on the educational and speech situation "Scientific conference". Type of activity – participation in the organization and holding of a scientific conference.

Communicative task: Open the meeting, announce the program, ask to make a decision on the rules. Come forward with your messages; ask to ask you questions, answer questions. Compose a dialog.

At the same time, it should be taken into account that by teaching dialogue, they develop a strategy and tactics of interaction, and not individual speech behavior. The dialogic form of speech is typical for personality-oriented communication in joint activities, where it often develops into a polylogical one.

The most typical type of dialogue in the conditions of natural communication and in the educational process is a dialogue that implements the informative function of communication. Classifying dialogues of an informative nature, taking into account the initiative of communication partners, their influence on the course of the dialogue, three types of dialogue are distinguished: dialogue proper, efferent dialogue and afferent dialogue.

The first type of dialogue assumes equality of interlocutors as communicants, an equal measure of initiative of each of them. This is a counter-directional type of dialogue. The following two types of dialogue are characterized by the leading role of one of the communication participants.

The dialogue, viewed from the interviewer's perspective, acts as a dialogue aimed at obtaining information.

All these types of dialogue can take place in the practice of teaching foreign language communication, performing various educational tasks. One of them teaches communicative interaction, the other initiative, the third reactive speech.

It should be noted that a characteristic feature of the situations underlying dialogical communication is their dynamism. With each new remark, the situation acquires a new shade – a problem is removed or, conversely, a reason for disagreement arises, an informative difference decreases, etc. This, in particular, they differ from situations in which a monologue message arises.

Preparing students to communicate with native speakers by managing educational communication in classes of non-native languages is an important task of modern teaching methods.

The primary task of a foreign (Russian) language teacher is to organize educational activities in such a way that students can immerse themselves in the creative process. Working with educational and speech situations when teaching dialogic communication is an important component of the formation of communicative competence and contributes to the creation of a creative environment for personal development.

Until recently, it was believed that only the training of dialogic speech can be carried out on the basis of situational exercises. In recent years, it has been argued that monological speech, along with

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contextuality, is also characterized by correlation with a certain speech situation, that the form and content of a monological utterance depend on the communicative situation in which it is born.

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