DIALOGIC SPEECH IN TEACHING ENGLISH LANGUAGE

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The ability to communicate in oral and in written forms in foreign languages to solve problems of interpersonal and intercultural interaction and to master the basics of professional ethics and speech culture are the main results of the development of the educational program in the discipline "Foreign Language". Therefore, it is necessary to form a communicative competence, i.e. the ability and willingness to carry out direct foreign language communication.

By dialogical speech, we will understand a form of speech in which there is a direct exchange of statements between two or more persons. The conditions under which dialogic speech proceeds determine a number of its features. The unit of teaching dialogic speech is a dialogic unity consisting of two or more replicas related in a content and a form. Dialogic speech training is based on a sample given in the form of a dialogic text related to the situation in which communication takes place [1, p. 221-225].

In the broadest sense of the word dialogue is understood as a "direct act of communication between two people takes the form of situational verbal actions (actions); an act that occurs at the initiative of one of the speakers in the process of its activities in that moment, when the circumstances of these activities create the problem it can be solved only by engage another person (the source), which makes their relationship evolves in the direction of solving this problem fades away with her permission" (G. M. Kuchinsky). Thus, the need for entering into dialogical contact is associated with a certain motive and the speech task generated by it, in the implementation of which the initiative of the speaker is manifested; the latter can be expressed in the speaker's desire to notify, inform, get information, clarify, concretize, prove, justify, convince his interlocutor, influence his communication partner with the help of speech means.

The formation and development of dialogical skills: request for information (ability to ask questions); satisfaction of the request for information; communicative information for the purpose of its subsequent discussion; expression of evaluative skills about the received information. All work with information should be communicatively motivated, informatively valuable, situationally conditioned.

Foreign language speech activity must meet these requirements:
1. speech rate close to the natural absence of pauses;
2. number of replicas in accordance with the program;
3. the structural diversity of replicas;
4. the distinct functional orientation of the replicas;
5. the age and psychological characteristics of the participants of the conversation should be taken into the consideration.

In the training of dialogic speech, there are 3 stages:
1. Question-and-answer level-the ability to speak out elementary is formed, i.e. to ask questions and answer to the first remark, basically dialogues are binomial: question and answer.
2. Small dialogue level (replica) – the ability to combine binomial and three-term replicas with a communicative task is formed.

3.	Text is carried out at the level of a free conversation. It involves conducting a relatively relaxed conversation, diverse in terms of information in accordance with the program, subject matter and areas of communication.

When teaching students dialogic speech, the following main tasks are solved:

1.	To give the concept of dialogue in all its diversity and natural form, so that students are convinced that the question-and-answer form is only a special, although the most common case of dialogical communication. Using various examples, students should be shown that speech will only be lively, natural and actually dialogical if the content of the replicas includes greetings, messages, invitations, expressions of various kinds of feelings (surprise, gratitude, confidence, doubt), evaluation of facts, etc.

2. To teach students the necessary cues, to train them to the level of automatism when used in a particular situation.

3. To teach students to exchange these cues in appropriate situations, i.e. to teach them to conduct the actual dialogue.

Dialogic speech cannot be planned, "programmed", since the behavior of one partner depends on the speech behavior of the other partner. Dialogue is associated with a number of skills that ensure the course of the conversation. The first is to stimulate the interlocutor to speak. The second skill is responding to a speech stimulus. The cue-stimulus and the cue-reaction form a dialogical unity. The most common are four types of dialogical unities: question-statement, question-question, statement-statement, statement-question. The third skill is to expand the response-replica to give the statements the character of a conversation [2, p.50-53].

For the formation of the communicative ability to manage dialogic communication, there is a system of preparatory exercises, which are divided into two types: speech exercises, which directly develop the skills of independent utterance in a foreign language, and training exercises, such as structural exercises that help students learn a particular aspect of the language (pronunciation, vocabulary, grammar) applied to a specific topic. It is possible to use a variety of games that prepare students for communication, teach them to react quickly and correctly to stimulating questions. For the teacher, one of the most difficult tasks is to develop students 'ability to independently develop the thread of the conversation, change and vary the text of the compiled dialogue.

Dialog communication as a genre is divided into three types:
- dialogue-conversation: equal participation in the dialogue, exchange of views of participants
- dialogue-inquiry: one side is actively interested, the other reacts;
- dialogue-discussion: a conversation in which each participant expresses their point of view.

In the deductive method, the training begins with a complete dialogical sample, which will be considered as a certain structural standard for building similar dialogues. A sample dialog is a dialogic structure consisting of several dialogic units. In this case, the training is carried out according to the following algorithm: first, the entire dialogue is listened to, then it is memorized; its lexical content is varied; the cliche samples are worked out, and finally, students will make independently dialogues on the proposed topic.[5, p.50-51]

When teaching dialogic speech using a sample text, as a rule, the following exercises are used: reading the dialogue by roles; listening to the dialogue with subsequent leading questions; reproducing the dialogue, first in fragments, then in its entirety; independently expanding the replicas in the dialogue for a given situation; own transformation of the dialogue.

The next method of teaching dialogic speech is the inductive method, which involves independent dialogue on the basis of the educational and speech situation after mastering its main samples-cliches. This approach is the most promising, since from the very beginning it organizes the productive interaction that underlies dialogic speech. Moreover, the formation of speech skills with this approach becomes the most effective one, because it occurs in the process of direct communication.

With the inductive method, students learn to independently plan speech actions through awareness of the motives, goals, and results of the action, as well as to develop the form of speech samples and the content of their meanings adequate to the meaning.

Teaching foreign language dialogic speech should be systematic, purposeful, as close as possible to the conditions of real reality and, most importantly, personal and active so that young people develop the ability and willingness to carry out speech communication. In this regard, the teacher should organize a language environment where students need to request information from each other and from the teacher; exchange opinions and judgments; conduct a group conversation in connection with what they have read or heard; describe, tell, retell, give a reason, discuss, etc. [4, p. 46].

The detailed process of creating a dialog can include the following phases [3, p.66-73]:
The phases of a dialogue creation

Design of the dialogue	At the stage of teaching dialogic speech, the teacher must have an accurate idea of the upcoming dialogue. This is a draft of the dialogue, it serves as a guide for guiding actions. At the beginning of the training, the teacher strives to ensure that students submit the replicas that are provided for by the project. Subsequently, with the development of the students' skills of the ability to conduct a dialogue, the exact implementation of the teacher's project is not required of them.
Situational exposition of the dialogue	We distinguish the situational exposition of the dialogue from the summary of its content. The exposition names the actors, the conditions and the environment in which their conversation takes place, their relations to each other and to other persons and phenomena, their character traits.
The message of the summary of the dialogical content	The summary of the content directly indicates what should be discussed. As the dialogic skills grow, the situational exposition becomes more complex and detailed, while the synopsis of the content becomes more stingy.
Introduction of ready-made fragments of the dialogue	Simultaneously with the exposition and the summary of the content, students can be introduced to ready-made fragments of the upcoming dialogue, which largely determine its content and should serve as a support for its further development. Those dialogic fragments that develop the ability to conduct a conversation independently have a positive value. In this direction, there are such types of dialogic fragments as the beginning of the dialogue, for which a continuation is made, a passage from the middle, around which you want to create a suitable one and leading words to individual replicas.
The development of replicas and management of the dialogue in the course of its implementation	Teaching dialogic speech at the elementary level is primarily the collective formulation of replicas under the guidance of a teacher. From among the well-performing students, two presenters are selected for each role. The rest of the students are divided into two parts, groups of assistants. The presenters formulate the remarks of the first part of the dialogue. The assistants criticize them, offer their own options and additions, and sometimes try to give the dialogue a different direction. The teacher encourages the assistants to use periphrases, reminds them of unused cliches, suggests supplementing statements, corrects language and logical errors, and monitors the natural development of the dialogue.

	The assistants then continue the dialogue by formulating the next part's cues, which are similarly criticized, transformed. Gradually, as students gain some experience in conducting the dialogue, the front-line composition of the cues is replaced by preparing them in pairs or in small groups of students.
Fixing the dialog in memory	After the dialogue is composed, it is recorded in the students' memory and played out.
Playing out the dialogue	As a rule, repeated playing without changes soon leads to a weakening of the students' interest, but with great animation there is work to change it
Making further changes to the dialogue	Changes to the dialogue can be made by an unexpected departure of one of the interlocutors from the text intended for him or at the prior instruction of the teacher. You can offer to continue the dialogue or include a third person in it.

The main goal of teaching a foreign language is currently the development of the student's personality, thinking, imagination, hearing (intonation, sound difference) and creating conditions for the adaptation of students to the use of foreign vocabulary in speech. Dialogic speech is one of the main forms of speech communication. Despite the fact that it is more complex than monologue, both in terms of the intensity of attention and the variety of speech patterns [6, p.78-92]. Nevertheless, the preference in teaching oral speech to foreign languages is still given to dialogic speech. Dialogic speech is always motivated. The teacher constantly shows students their progress and achievements in mastering dialogic speech. In order to teach dialogic speech not to be formal and to have a communicative character, the teacher uses a variety of games and dramatizations. For students the game is an exciting activity because everyone is equal, even those students who are weak in language training [7, p.52-63]. A sense of equality, an atmosphere of enthusiasm, a sense of the feasibility of the task-all this allows the students to overcome the shyness that prevents them from freely using foreign words in speech, and has a beneficial effect on the learning results. Consequently, the language material is assimilated and with it, there is a sense of satisfaction, too.

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