

Bobrovnyk S.M.

NTUU “Kiev Polytechnic University”, Ukraine

DIALOGUE SPEECH AND THE WAYS OF TEACHING IT

Dialogue speech is a process of communicative interaction of two or more participants of communication. In the limits of the speech act every participant acts as a listener and a speaker. Among the communicative functions of the dialogue speech there is a request of information – information message; proposition (asking, order, advice) – acceptance or unacceptance of the proposed; exchange of assumptions, thoughts, impressions; mutual persuasion; arguments.

From the point of view of psychology the dialogue speech is supposed to be motivated, i.e. it is necessary to create conditions for the students to speak up and discuss different points. Favorable psychological climate at the lesson and friendly relationships can stimulate interest and motivation to the dialogue speech. A dialogue implies visual perception of the interlocutor and certain incompleteness of the utterance which are completed by mimics, gestures, eye contact, etc.

In the process of learning we are interested in situations which induce to speaking, that is why teachers of foreign languages create communicative situation modelling natural ones on purpose to encourage students to speak up. Among the components of communicative situations there are participants of communication and their relationships (subjects of communication); objects (topics) of the conversation; relationships of the subject or subjects to the topic of the conversation and the conditions of the speech act. A true dialogue contains wonder remarks, admiration, and disappointment that provide an emotional coloring. Dialogue speech can be spontaneous which cannot be planned beforehand. Exchange of remarks takes place and stipulates unpreparedness of the speech acts; it needs the high level of automatism and readiness to use speech material. Exchange of remarks cannot be without mutual understanding, it provides good listening and speaking skills that are needed for the interlocutors, initiative and speech activity.

Any dialogue consists of separate interconnected utterances, i.e. remarks. A remark is an utterance or an action of saying or expressing something aloud, the limit of which is a change of the interlocutor. The remark is the first element of the dialogue. The remark can consist of one or several phrases. The totality of remarks which are characterized by structural, intonation and semantic completeness is called a dialogue unity. The dialogue unity is a unit of the dialogue speech teaching. And the remark of the dialogue unity is always initiative, it is called the remark – inducement or the leading remark. The second remark can be reactive or reactive-initiative.

There are different ways of teaching the dialogue speech. One way of the dialogue speech teaching begins from listening of the dialogue-pattern and the further variation of it, and later on creating other dialogues in analogical situation of communication. For example, the students listen to the speech patterns try to remember them, repeat after the teacher to reproduce them in their own dialogues later or they are given a task to ask each other's opinion about the film they saw last night, e.g. *How did you like the film last night? What do you think about the film? Why didn't you like that film? Did you enjoy the film we saw?* And the examples of answers are given: *I liked it very much. I think it was boring. I didn't like the music in it. Well, not really. I think it was too slow.*

Another one consists of giving elements for self-reliant creating of the dialogue on the basis of the proposed communicative situation without listening to the dialogues-patterns. It is known that students should be taught to give remarks, i.e. to react fast and adequately to the remarks of the teacher and also to produce initiative remarks according to the teacher's pattern. Teaching remarks can be considered to be the preparatory stage of formation of dialogue speech skills. After that students are taught to conduct a micro dialogue. As a helpful material a teacher can give some phrases for the students to complete the sentence, e.g.:

I wouldn't like to I like eating I'm currently learning how to I love listening to I used to as a child. I've always wanted to Would you mind

telling me ? Do you consider yourself? Have you ever.....? How do you feel about..... ?Do you think you'll ever ? In an ideal world, ? When do you suppose?

Briefly, the system of the dialogue speech exercises consists of three main stages: I – the primary stage, where the presentation of the material takes place; II – the medium, where the practice of the formed skills and abilities of the dialogue speech takes place; III – the last one, creative, where creative students' work takes place in the process of the dialogue speech.

Role play plays an important part in teaching of dialogue speech, e.g. in the form of information exchange on the basis of the scenario-development, in the form of creating and development of interpersonal relationships and also in the form of different game methods (pantomime, using pictures, texts, newspapers).

The dialogue speech teaching is conducted in the complex that provides all the exercises for every stage for the formation of abilities and skills of the dialogue conducting. Every stage is characterized by certain type of exercises.

The main direction in education in the modern world is personality-oriented education which is stipulated by communicative approach to teaching. One of the main criteria of the communicative approach is teaching and creating the speech situation close to everyday life in the process of teaching. Communicative approach in teaching provides self-reliant and creative work of students and also the usage of the language as the means of communication for the achievement of educative aims.

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