



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 4 (99)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 4 (99)

ISSN (Print): 2663-6387
ISSN (Online): 2664-0155

GENERAL SECONDARY EDUCATION

ЗАГАЛЬНА СЕРЕДНЯ ОСВІТА

UDC 372.014

DOI 10.35433/pedagogy.4(99).2019.20-26

TEACHING RUSSIAN DIALOGICAL SPEECH IN THE CONTEXT OF NEW EDUCATIONAL STANDARDS ADOPTION IN THE PRIMARY EDUCATIONAL SYSTEM

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The verbal communication and dialogue have recently become the object of scientists' close attention. The article deals with the problem of teaching Russian dialogical speech and the methods of teaching primary school pupils dialogue at the communication level.

The purpose of this article is to draft practical recommendations regarding the problem of teaching primary school pupils Russian dialogical speech in the context of adopting new educational standards at the education system of Ukraine.

The stated goals have determined the direction of the study and the choice of the necessary methods. The method of literary sources critical analysis, the study of the school teachers' experience, the scientific observation, questionnaires and converse were chosen for the study among the methods used in the modern methodology of teaching foreign languages.

The article highlights the content line of teaching dialogue at the Russian language lessons, displays and comments on the ways of teaching primary school pupils dialogical speech.

We claim that the exercises and tasks used by the teacher during the lesson should foster skills targeted at the development of memory, the ability to predict, carry out equivalent replacements and other operations that support the dialogical process. Also, we have suggested and described the necessary exercises for checking of the meaning of the dialogue perception.

In our article, we confirm the initial thesis that on referring to the dialogue it is advisable to be guided by the principle of its functional and stylistic correlation. Working on the dialogue in primary school, it is necessary to use different types of dialogues in, including daily dialogue, newspaper (newspaper and journal) dialogue and fiction dialogue.

Key words: *dialogue, dialogical speech, skills, intercultural dialogue, primary school pupils, exercises for teaching dialogical speech, dialogue teaching techniques.*

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ПРОБЛЕМА НАВЧАННЯ РОСІЙСЬКОГО ДІАЛОГІЧНОГО МОВЛЕННЯ В УМОВАХ ПРИЙНЯТТЯ НОВИХ НАВЧАЛЬНИХ СТАНДАРТІВ У СИСТЕМІ НАВЧАННЯ МОЛОДШИХ ШКОЛЯРІВ

Л. В. Кочубей

Процеси мовного спілкування і діалог стають останніми десятиліттями об'єктом пильної уваги вчених. У статті розглядаються проблеми навчання російського діалогічного мовлення, а також прийоми навчання діалогу молодших школярів на рівні спілкування.

Метою даної статті є сформулювати практичні рекомендації щодо проблеми навчання російського діалогічного мовлення молодших школярів у контексті прийняття нових освітніх стандартів у системі освіти.

Сформульовані цілі обумовили напрямок дослідження і вибір необхідних методів. Стаття ґрунтується на результатах аналізу наукової літератури з даного питання, діючих програм навчання та державного стандарту. Серед методів дослідження сучасної методики навчання іноземних мов, в тому числі і російської, в нашому дослідженні ми використовували метод критичного аналізу літературних джерел, вивчення досвіду вчителів шкіл, наукове спостереження, анкетування та бесіда.

У статті виділено змістову лінію навчання діалогу на уроках російської мови, відображено і прокоментовано способи навчання діалогічного мовлення молодших школярів.

Ми стверджуємо, що вправи, які використовує вчитель на уроці російської мови, мають допомогти учням розвивати пам'ять, здатність прогнозувати, проводити еквівалентні заміни та інші операції. Також, нами запропоновано й описано необхідні вправи для перевірки розуміння змісту діалогу.

У статті ми підтверджуємо вихідну тезу про те, що при зверненні до діалогу доцільно керуватися принципом його функціонально-стилістичної співвіднесеності. У роботі над діалогом в молодшій школі необхідно використовувати різні типи діалогів, серед яких побутової діалог, публіцистичний (газетно-журнальний) діалог і художній діалог.

Ключові слова: діалог, діалогічне мовлення, навички, міжкультурний діалог, молодші школярі, вправи для навчання діалогічного мовлення, прийоми навчання діалогічного мовлення.

Introduction of the issue. The relevance of the article is caused by the reforms of education in Ukraine, when its basis is reviewed and updated, as well as the language education. Contemporary philology contributes into the forming of the society values and enlarging of individual's scope. Moreover, it does not only broadcast the existing cultural achievements, but also participates in the formation of new valuable guides, that is especially important in teaching primary school children. Teaching languages in primary school should provide a basis for further learning, stimulate the development of speech skills and

psychological peculiarities of the pupil. Current regulations of Ukraine claim that the main attention should be paid to oral types of speech activities, language communication, as well as the turning lesson activities into imitation of the real communication process [4].

Current state of the issue. The study of teaching intercultural dialogue and dialogical speech was carried out by L. Varkovitskaya, E. Yudina, D. Izarenkov. Recently Ukrainian scientists I. Gudzik, G. Mikhailovskaya, N. Pashkovskaya, V. Stativka have been searching for rational principles, effective methods and techniques for teaching Russian in the context of

reforms in Ukrainian elementary school system.

Aim of research of this article is to draft practical recommendations regarding the problem of teaching primary school pupils Russian dialogical speech in the context of adopting new educational standards at the education system of Ukraine.

Results and discussion. The stated goals have determined the direction of the study and the choice of the necessary methods. The method of literary sources critical analysis, the study of the school teachers' experience, the scientific observation, questionnaires and converse were chosen for the study among the methods used in the modern methodology of teaching foreign languages.

In the forming and development of methodology of teaching primary school children Russian in Ukraine, the essential questions are related to the peculiarities of teaching Russian in the Ukrainian environment. The necessity of a theoretical understanding of teaching two closely related languages, taking into account the selected language units, the study of which requires knowledge of the mother tongue system is emphasized. It should be mentioned that the task of Russian language school course is to teach pupils Russian fluent speech. Therefore, in the system of the coherent speech development much attention is paid to the monological speech, and, unfortunately, less material in the primary school children education is intended to form dialogical speech skills, necessary for the implementation of the main goal.

The problem of teaching dialogical speech is of great theoretical and practical importance for the modern education system in primary school. It is one of the most important sociolinguistic problems of society. In the modern world teaching dialogical

speech is of great importance. It contributes to the development of pupils' speech, their mutual communication and interaction, replenishment and expansion of the lexical stock of each pupil.

The state standard defines the requirements for the compulsory learning outcome of an education applicant. The linguistic and literary parts include the Ukrainian language and literature, the language and literature of indigenous peoples and national minorities and foreign language education.

The oral-based interaction content allows pupils to express their opinion on the subject of discussion. According to it, the pupil has to learn to support and initiate dialogue on a topic that causes interest; to monitor a dialogue in which different points of view are expressed on the subject of discussion, to support one of the points of view; to support and argue on the point or refute it; to recognize the emotions of the interlocutor and explain the reaction; to enrich the vocabulary; to use language etiquette norms.

Teaching methods are the speech of the teacher and students (oral speech), specially selected didactic material (tasks taken from textbooks, manuals, works of fiction, aimed at the perception of a dialogical text); hardware (tape recorder, record, television, computer program).

Taking into account the content part, the teachers' and pupils' speech (oral speech), specially selected didactic material (tasks taken from textbooks, manuals, works of fiction, aimed at perceiving a dialogical text); hardware (tape recorder, record, television, computer program) are figured out as the teaching aids.

The construction of the dialogue fully correlates with the developed in psycholinguistics model of speech generation with four phases

distinguished: finding; planning; implementation; control [3: 57].

Based on this model, we have distinguished the necessary skills in making a dialogue, adapting them in accordance with the age characteristics and abilities of pupils.

1. The situation of communication understanding skills:

- to define your own aim during the perception of dialogical speech;
- to get an initial idea of the content of the dialogue, to predict its essential meaning based on a given topic.

2. The content of the dialogue understanding skills:

- to reproduce the dialogue after one time listening, in general, without omissions;
- to remember the dialogue in details;
- to define the topic and main idea of the dialogue;
- to choose a title according to the topic and main idea;
- to comprehend the details of the heard dialogue;
- to analyze the features of dialogues content;
- to answer questions about the heard dialogue.

3. Skills for the dialogue structure determination:

- to comprehend and fix (in memory or on paper) the general structure of the dialogue;
- to highlight the logical and semantic parts of the dialogue;
- to establish a logical connection within the elements of the dialogue reproduced aurally;
- to determine the composition and structure of the dialogue;
- to give questions to the semantic parts of the dialogue.

4. Skills for evaluating a language message:

- to check the results of perception according to the aim;
- to make conclusions;

- to express an opinion about the listened dialogue, prove the point of view;
- to confirm or argue the point suggested by the teacher;
- to reproduce the dialogue orally or by recording;
- to be engaged in discussion.

The development of primary school pupils' dialogical skills is possible under the condition of a systematic and focused work during language lessons, performing special exercises developed with the increasing complexity.

The exercises and tasks used by the teacher during the lesson should foster skills targeted at the development of memory, the ability to predict, carry out equivalent replacements and other operations that support the dialogical process.

Taking into account the skills mentioned above, to develop memory skills of primary school pupils we suggest types of work that contribute to random access memory increase: to listen to the dialogue, remember it and retell; to listen to the dialogical statement, supplement it with a replica-stimulus; to highlight the new information on a specific event, phenomenon or person.

To develop skills related to the mechanism of possible forecasting, we suggest using such types of work: to end the dialogue based on the meaning; to end the dialogue or choose the best from the one proposed by the teacher; to determine the possible content of the dialogue based on the given topic; to include additional episodes to the dialogue; to select inappropriate remarks in the dialogue.

Among the types of work that contribute to the development of the equivalent replacements mechanism, we distinguish the following: to listen to the dialogue and shortly convey its contents in your own words; to choose a title for the dialogue; to select those drawings that correspond to the

meaning during listening to the story; to compare the text of the dialogue with the picture proposed by the teacher; to choose synonymous situations from several; to answer questions on the situation.

Having analyzed the general criteria for the targeted selection of didactic material on speech development, formulated by S. Ilyenko [2: 6-12], we assume that a necessary condition for the perception is a correct understanding of the meaning of the dialogue, namely:

a) for checking accuracy and correct understanding of the information: to listen to the dialogue and answer one general question on its meaning; to listen to the dialogue and answer the questions; to listen to the text of the dialogue and ask your own questions; to listen to the information and convey concisely its main meaning.

b) to check the depth of information understanding: to listen to the dialogue and highlight the main idea; to listen to the dialogue and determine the author's attitude to events or people.

While teaching dialogical speech the primary school pupils are offered exercises that contribute to the development of skills that affect the quality of learning, that is, not only to speed up the process of perception, but also to increase the level of creating their own texts.

The practical development of language system main and particular laws while working with the dialogue in the aspects of speech development is associated with the appeal to the dialogical text as a form of speech activity. Considering of the replicas connection in a dialogue reveals a specific role of pronouns, which play a great role in expressing various combinations of correlation [5: 77].

Focusing on such features of language tools functioning in the dialogue allows us to emphasize their

stylistic attachment to colloquial speech and genres of fiction.

Involvement in the learning content of text organizing rules when working with dialogue is carried out by clarifying the textual nature of the dialogue, establishing links between parts of the dialogical text, analyzing the structure and features of the dialogue. All this work is targeted at solving such a problem of speech development as teaching detailed answers, expositions, essays [1: 41-43].

Teaching primary school pupils' dialogical speech should be based on active usage of practical material as well as attracting the necessary theoretical material. Such concepts as daily dialogue, newspaper (newspaper and journal) dialogue and fiction dialogue are introduced and learned at different stages of teaching not causing terminological overload.

Teaching everyday dialogue creates favorable conditions to observe speech during the communication, analyze its lexical and syntactic features. In addition, specifically selected didactic material can be effectively used to foster a culture of speech and communication.

Teaching everyday dialogue it is important to show pupils that the most meaningful conversation loses a lot if the interlocutor's speech is littered with slang words. Particular attention should be paid to teaching telephone conversation as these skills are required in modern life. Situational exercises, tasks for correcting errors and shortcomings in the proposed statements are used for correct of pupils' speech behavior in the work with everyday dialogue. Dialogues in a journalistic style also present such dialogic material that contributes to the solution of educational and upbringing aims.

Dialogical speech is also an integral component of fiction. It really conveys the conversation, promotes self-

disclosure and self-expression of the character, serves as a means of the author's assessment of the character and plays a significant compositional role.

Pupils can be offered homework: to pick their favorite works of fiction and determine what place the dialogues occupy in them, to write out dialogue samples from them. The authors and titles of works chosen by schoolchildren turned out to be very diverse and wide and included dialogues of various types.

The article also suggests practical recommendations regarding teaching Russian dialogical speech in elementary school. Based on research problem analysis a series of exercises aimed at the formation of various skills is proposed. The selection of teaching material should be carried out on the basis of communicative expediency due to linguistic and methodological researches in the teaching dialogue field.

In our article, we confirm the initial thesis that referring to a dialogue should to be guided by the principle of its functional-stylistic correlation, as this concretizes the direction and types of work at the lessons, and the speech development system acquires additional opportunities associated with engaging in dialogical constructions and methodological development of their typology for Russian language lessons.

At the same time, an adequate perception of the text with the dialogue and its subsequent reproduction is possible within understanding the role of dialogical constructions. The ability to retell a dialogue will be required in the various situations: during transmitting the contents of books, analyzing works of fiction and their characters at literature lessons, writing narrations at Russian language lessons.

Conclusions and research perspectives. Thus, the selection of a

didactic material for teaching dialogical speech is carried out on the basis of these principles due to the necessity to clarify and improve the system of work in coherent speech at specific stages of learning Russian. The basis of educational material methodological organization was a situational-thematic principle, since the educational speech situation plays a decisive part in the motivation of the speech utterance. It is recommended to introduce educational situations of the social sphere of communication first, which are characterized by the predominance of typed structures of colloquial speech.

The described work for teaching dialogical speech can be implemented at the lessons of the Russian language and literature in primary and secondary schools, the theses statements can be taken into account by teachers during the planning of the educational process, authors of textbooks and manuals for teaching Russian to schoolchildren, as well as students during the pedagogical practice.

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Received: September 30, 2019

Accepted: November 01, 2019