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THE CONTENT OF THE CONCEPT OF “DIALOGIC SPEECH” AND MAIN FEATURES OF ITS FORMATION IN PRIMARY SCHOOL STUDENTS

In the modern course of methods of teaching foreign languages and cultures, the problem of forming dialogic speaking skills occupies an important place, because successfully formed communicative skills are a guarantee of successful further education, successful career and high-quality interaction with representatives of the other countries. Therefore, from first grade, an English teacher involves the students to the active process of forming these skills (for example, by providing answers to the simplest and elementary questions).

The importance of promoting the formation of foreign language dialogic speaking skills is determined by a number of factors, in particular:

- the need for international communication in the modern world (knowledge of foreign languages and the ability to communicate effectively are key skills for successful adaptation in a global society, because dialogic speech helps to develop not only speech competence, but also the culture of communication);

- the development of social skills (learning interaction and communication contributes to the formation of social skills: children who know how to listen and understand others develop empathy and the ability to cooperate);

- the development of critical thinking (dialogic speech requires reasonableness and analysis of information, therefore, developing these skills, children learn to think critically, and not just accept information without thinking);

- the education of tolerance and understanding of diversity (the ability to listen and understand the points of view of others forms in children a tolerant attitude towards diversity, contributes to building positive relationships and reduces conflicts), etc.

Oral speech is implemented in two forms - dialogic and monologic. Both forms are important not only for successful learning, but also for the realization of the most elementary life needs, including communicative ones.

F. Batsevich notes that a **monologue** is a form of speech that is the result of the active speech activity of the speaker, designed for passive perception by the listener [1: 71].

According to V. Shinkaruk, **dialogue** is a process of two-way exchange of information in the form of questions and answers, which is implemented between two or more people [2: 161].

L. Lymar gives the following definition to the concept of **dialogic speech**: the process of speech interaction of two or more participants; teaching dialogic speech is one of the basic elements of teaching speech, because during it the student acts both as a speaker and as a listener [3: 158].

S. Nikolaieva notes that dialogic speech performs a number of functions, namely:

- information request;
- notification of information;
- offer and acceptance of information;
- information exchange;
- mutual belief [4: 232].

Dialogue takes place in a specific communication situation and is its result, product. At the same time, the communicative situation does not exist in isolation, but within certain spheres (social, everyday, cultural, etc.). For the implementation of the dialogue, the first line is of great importance, because it will be the driver of communication that will set the topic of the conversation. This is why the student's response must be thematically consistent, as it is often quite difficult to predict exactly what the student will say, and this unpredictability can increase between the second and third cues.

During the process of dialogic speech, each of the interlocutors is faced with the need to solve a number of psychological problems. They include:

- the ability to listen to one's interlocutor;
- the ability to remember everything that the interlocutor said and everything that he himself answered;
- the ability to react in a timely manner without interrupting or causing discomfort to the interlocutor;
- the ability to monitor your speech.

The unit of dialogic speech is a **dialogic unity** - a set of replicas characterized by structural, semantic, and intonation completeness [4: 148].

S. Lytvyn singles out the following main dialogical units:

- "message-message":
 - I like her dress.
 - So do I.
- "message-question":
 - I've got a lot of pets.
 - Really? How many?
- "message-prompt":
 - I have read this text twice.
 - Read it one more time, please.
- "message-exclamation":
 - I'll come to Kyiv tomorrow.
 - Not really!
- "question-message":
 - What would you like to eat for breakfast?
 - I would like to have some sandwiches and orange juice.
- "question-question":
 - Is that true that you are going to move?
 - Who told you?
- "prompting question":

- Where can I find this book?
- You'd better ask Hermione.
- "question-exclamation":
- Who is there?
- Me!
- "prompt-message":
- Eat some of these awesome exotic fruits.
- I cannot, because I'm allergic.
- "motivation-question":
- Give me this skirt.
- This one?
- "incitement-exclamation":
- Let's go home, it's the end of the working day.
- Finally!
- "exclamation-message":
- What a naughty child!
- Yesterday his behavior was much better.
- "exclamation-question":
- How pretty she is!
- Do you really think so?
- "exclamation-incitement":
- How disgusting it is!
- You must not judge it.
- "exclamation-exclamation":
- What a wonderful weather!
- So hot [5: 85]!

At the initial stage of formation of dialogic speech skills, it is important to take into account the social and communicative experience of students and their weak development of mental processes (memory, attention, etc.). Primary school students' speech activity is mainly reproductive in nature, which determines the effect of methodological factors, in particular:

- a student learns to speak, read and write in a new language;
- a student performs well, willingly joins games, games and interactive methods create reserves for increasing the amount of teaching materials;
- the use of literary characters in education, in particular fairy-tale characters, as well as heroes of favourite video games, comics and cartoons, arouses considerable interest of students of this age, and game situational exercises with the participation of such characters enliven the lesson, motivate students to communicate with them;
- at the initial stage of formation of dialogic speech skills, the most effective role is played by the use of interactive technologies, because with proper organization, they contribute to the students' effective speech activities.

In conclusion, it should be noted that the formation of dialogic speech skills is a key component of teaching a foreign language to primary school students. It is determined by a number of psychophysiological factors, and their consideration by the teacher will help children to master the material qualitatively and create dialogic

replicas in accordance with the topic of the conversation and the purpose of the statement.

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