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ABC in teaching dialogue speech at school

В процессе освоения иностранного языка обучающиеся овладевают навыками диалогической речи, которая лежит в основе общения и является средством развития коммуникативных умений на изучаемом языке. Авторы рассматривают основы обучения навыкам диалогической речи в современной школе.

Ключевые слова: обучение, английский язык, диалогическая речь, ролевая игра

In the process of learning a foreign language, students master the skills of dialogue speech which is the basis of communication and a means of developing communication skills in the target language. The authors consider the basics of teaching the skills of dialogue speech in a modern school.

Keywords: teaching, English language, dialogue speech, role play

Today, when teaching a foreign language, the emphasis is given to speech competence [5, p. 223]. The development of foreign language dialogue speech is one of the most topical problems of modern pedagogy and methodology. It is no secret that teachers often face problems in arranging even the simplest dialogue between students, which is not surprising, because dialogue requires the interaction of two partners which should follow higher demands.

This issue requires further methodological research, because the most important requirement for teaching dialogue speech – to teach students to conduct a dialogue in the target language – is often not fully fulfilled. In this respect, more rational

methods and techniques for teaching dialogue speech are needed, which would make it possible to achieve results most effectively, and make the lessons more interesting and exciting for students.

Despite the fact that dialogue speech is more complicated than monologue for many reasons, the traditional method distinguishes the same ways of teaching dialogue as in teaching a monologue:

- deductive way of teaching dialogue ("from top to bottom", i.e. from general to particular);

- inductive way of teaching dialogue ("from bottom to top", i.e. from the particular to the general).

E.N. Solovova believes that the "top-bottom" learning strategy is the most appropriate for teaching typical dialogues. In this case, the teacher should:

- identify typical situations of dialogue communication in the topic under consideration and study the materials of available teaching aids that are appropriate for the age and language level of students;

- select or compose sample dialogues using typical speech clichés for a given situation, as well as determine the sequence for studying these dialogues;

- acquaint students with the new units of the presented dialogue, to comment on its socio-cultural features;

- read the dialogue or play the recording, arrange dialogue practice, and similarly work out other typical dialogues;

- partially change the situation of communication, bring an element of authenticity;

- formulate a speech setting for creative educational dialogues on the topic, think over possible verbal and non-verbal supports, plan the sequence of questioning students.

Sample dialogue texts, a description of the roles received by the participants in the dialogue, various pictures or video recordings without sound can serve as supports [3, p. 180–181].

When mastering dialogue speech "from top to bottom", the actions of students consist mainly in reproduction, but at the same time, the model dialogue becomes a support for the productive independent activity of students in compiling their own examples.

Teaching dialogue "from bottom to top" assumes that students do not have the original sample dialogue for a number of reasons, for example, the language level of the students is too low, and they still cannot read, so they cannot use the example, or vice versa, their level is too high, so the sample is no longer required, or the dialogue-example will fetter the creative initiative of students, so it should also be abandoned [Ibid.].

This approach involves moving from the assimilation of remarks to their independent conduct on the basis of the educational communicative situation. Students master individual skills of speech activity based on a series of exercises.

Each of these approaches has its advantages and disadvantages, but they equally deserve attention when teaching dialogue speech.

Also role-playing games and staging are considered high-efficiency techniques.

"Role-playing is a kind of learning technique in which the student must speak freely within the given circumstances, acting as one participant in foreign language communication" [1].

An obligatory element of games is a problem situation, solving which students activate communicative activity. This makes communication as natural as possible. In addition, solving a problem situation contributes to the development of critical thinking and logic, the ability to argue one's opinion and convince the interlocutor of it [Ibid.].

Role-playing games can be done in pairs, in subgroups and even involving the whole class.

Role-playing in pairs is the simplest type of it. Here the teacher can use questionnaires that students should fill in by asking each other questions.

Role-playing games in subgroups can have different scenarios. Many methodologists believe that groups should play at the same time, but there are variations where groups play in turns. Sometimes working in subgroups can be an initial step before conducting more complex role-plays, for example, before holding discussions, round tables, etc.

Thus, the organization and conduct of role-playing games has many peculiarities. Taking them all into consideration is able to effectively influence the process of learning teaching English at school [4, p. 284].

An interesting option is also "role cards". Each participant receives a card, one side of which is the same for everyone and contains general information about the role situation, and the other side contains data about the character and possible patterns of behavior.

The following principles are at the heart of the staging:

• spontaneity (script writing, preparation of costumes, scenery, memorization of roles, etc. is not carried out);

• dramatizations are carried out at the final stage of the lesson (as a rule, within 5–10 minutes);

• accessibility (only data familiar to students and corresponding to their age are used as material for staging);

• complete freedom of choice of the language means used for acting out the role (with the preservation of the plot);

• novelty (it is necessary to strive to ensure that each time the student receives a new role).

It is possible for a teacher to participate in the performance as a narrator or presenter in order to be able to regulate the work of students [2].

The teacher's and students' actions in organizing the staging can be divided into four steps (for example, staging the fairy tale "Turnip").

• familiarization with the situation. At the first stage, the teacher organizes the scenery (it can be, for example, a cardboard house) and announces to the students that in order to stage the fairy tale "Turnip", it is necessary to recruit actors for the roles of the main characters. When the troupe is formed, the teacher introduces the necessary vocabulary to the students;

• setting goals. At this stage, the teacher announces that to fully immerse themselves in their role, each student must find out everything possible about the turnip, using the language tools available to him (words and structures);

• staging;

• debriefing. At the last stage, the teacher thanks the actors, names the best of them (the one who used more language structures while making fewer mistakes) and, if necessary, analyzes the speech of the actors in terms of grammar, vocabulary, etc. in the form of recommendations for future performances.

The more often the teacher refers to such methods of work in the classroom, the less time and effort it subsequently takes to organize them. The use of dramatizations in the classroom is very effective, first of all, for the development of spontaneous speech of students and the motivation for its use, because few of the students refuse to take part in theatrical action. However, some methodologists note that teenagers are rather reluctant to participate in role games, fearing to seem ridiculous, so a very important step is to prepare students for the game in advance. Over time, children subconsciously "attach" various speech turns to certain communicative situations, begin to use them more confidently, quickly master new vocabulary, and in the future cope with more complex tasks [1].

The system for teaching dialogue speech includes the following exercises:

• preparatory exercises that form the material and operational basis of speaking;

• conditionally communicative exercises associated with the solution of a specific communicative task.

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

• to give the concept of dialogue in all its diversity; using various examples to show that the natural sounding of speech directly depends on the spontaneity, emotionality of speaking and other various elements of the dialogue;

• to teach students the necessary language units, to develop the automaticity of their usage;

• to teach students to apply these units in appropriate communicative situations, i.e. to teach them to conduct the real-life dialogue.

The implementation of these tasks, in addition to purely methodological techniques, is directly assisted by the language material of textbooks with a system of lexical selections, special exercises and texts [Ibid.].

Thus, when teaching dialogue speech in foreign language lessons, both traditional methods ("top-bottom" and "bottom-top") and non-traditional ones (plot games, dramatizations) are used. From this we can conclude that the most effective is the combination of these methods and their alternation. Such a combination will be more conducive to the development of dialogue speech as a means of developing communication skills.

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On the Issue of Using the Technology of Blended Learning in English Classes at the University

В статье представлен анализ способов использования технологии смешанного обучения со студентами университетов, изучающими английский язык как иностранный. Автор приходит к выводу, что одна из технологий смешанного обучения – учебная платформа Skyes University – обладает множеством преимуществ и может быть эффективной как при очном, так и при дистанционном обучении.

Ключевые слова: смешанное обучение, дистанционное образование, учебная платформа, Skyes University