



## DIALOGUE AS A TYPE OF SPEECH ACTIVITY

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### Abstract

The article presents a brief overview of the main approaches to the study of dialogic speech at the present stage of development of linguistic science, and the article discusses the features of dialogic speech as a type of speech activity from the standpoint of different authors. It noted that the dialogization of the text recreates the situation of real communication in the educational and scientific sphere, contributes to mastering the mechanism of generating dialogue.

**Keywords:** dialogue, process of conversation, basic approach, modern education, development of oral speech.

### Introduction

At present, dialogue as a special type of textual organization of speech material attracts the attention of methodologists and teachers of the Uzbek and English languages. Researches concern the educational dialogue as a method and means of teaching, its role in the formation of the communicative culture of students, its significance for the process of formation of various types of speech activity, etc. [5]. For us, the dialogical text is of interest from the point of view of using it not only in English or Uzbek language classes, but also in classes on the scientific style of speech and academic disciplines.

Dialogic speech has a specific goal and task. The unit of dialogic speech, as well as monologue, is a speech act, or speech action. It is an exchange of such statements that are naturally generated by one another in the process of conversation.

The study "Methods of teaching foreign languages: traditions and modernity" notes that when characterizing a dialogue, it is necessary to take into account a number of its features:

1. Psychological features - within the framework of one speech act, a combination of reception and production takes place; the speech whole is constructed by two (or several) interlocutors; each of the participants alternately acts as a listener and speaker.
2. Linguistic features - constructions typical for dialogue, types of interrelation of sentences, stylistic features of the dialogue. According to M.K. Nurmatov, the means





of communication between elements of a dialogue can be divided into three groups: grammatical (conjunctions and prepositions), lexico-grammatical (pronouns) and lexical (repetitions, correlations).

3. Extralinguistic features - participation in the dialogue of several partners; possible diversity of information; differences in the assessment of information.
4. Communicative features - change of communicative roles in the course of communication, attachment to a specific speech situation [1].

Unlike a monologue, which is characterized by completeness of wording, a dialogue is characterized by an incomplete style of pronunciation and has a predominantly everyday character. Dialogue is less formal, distinguished by ease and conversationality, provides more freedom in the choice of language means, involves reliance on non-linguistic communicative signs - facial expressions, gestures, etc. [1] A specific speech situation makes up for dialogic speech, which is considered less developed than monologue. Dialogue is also characterized by the use of ready-made language formulas and speech phrases (cliches).

In her article “Lexico-semantic features of the English and Uzbek conversational dialogue”, N. R. Valieva notes that in lexico-semantic terms, conversational dialogue is heterogeneous, and several groups of words that are used most often can be distinguished in it:

1. Words that characterize everyday life and everyday life (pan - pan, tree - tree, etc.);
2. Words that have a pronounced colloquial connotation (to rip off - rob, steal);
3. Stylistically neutral words that make up the main vocabulary of the literary language (beautiful - beautiful, destiny - destiny);
4. Special terminological vocabulary (heart failure - heart failure);
5. Separate slang inclusions (leg - relay stage (sport).)

The author notes the special role of slang in dialogic speech, as well as discursive markers - special language elements that mark the structure of speech, the mental processes of the speaker and control over the mental processes of the addressee. These include auxiliary, modal words, adverbs, particles and some expressions. As an example, N. R. Valieva cites the following words: now, so, well, anyway(s), right, ok, you know, I mean, actually as most often found in dialogic speech [4].

In the article “Oral conversational dialogue as an open self-developing system”, G. R. Valieva notes the increased interest of researchers in the study of dialogic speech. According to the author, only in dialogue, unlike all other forms of interaction, there is live, spontaneous communication.

In the learning process, more difficulties arise with dialogic speech. This is explained by the psychological situation, possible problems of understanding the interlocutor's



speech (accent, pronunciation), ignorance of words and misunderstanding of the context, or, for example, the use of slang or terms characteristic of a particular profession in speech. At the same time, it should be noted that the generality of the situation, facial expressions and intonation of the interlocutor contribute to understanding and adequate reaction to the words of the speaker.

In her article “Teaching Dialogic Speech in English Lessons”, N. B. Odintsova emphasizes that in the methodological literature there are three approaches to determining the role and place of dialogue in teaching a foreign language. Dialogue is considered as a means of mastering a foreign language (language material); as a form of organization of the entire educational process in a foreign language; as one of the types of speech activity that must be mastered in the learning process. The modern theory of speech activity considers dialogue as a form of social and speech communication, as the basis for cooperation and mutual understanding between people in the process of joint activity [2]. N. B. Odintsova refers to the features of the dialogue as follows: within the framework of one speech act, there is a combination of reception and reproduction; the speech whole is constructed by two (or several) interlocutors; each of the participants alternately acts as a listener and a speaker [2]. According to N. B. Odintsova, an essential feature of the dialogue is the need to follow the train of thought of the interlocutor, sometimes unexpected, leading to a change in topics, hence the spontaneity of reactions, or - which is no less difficult - its complete absence, the inability to plan the course of the dialogue in advance. In this case, it is necessary to change the logic of the conversation on the go, use various techniques to achieve a predetermined topic. It is the reactivity of dialogic speech that causes objective difficulties in mastering this form of communication in a foreign language for students. Dialogic speech cannot be planned, since the interlocutor's reaction will depend on many factors, and - more importantly - everyone strives to achieve their own goal in the process of communication, hence it becomes difficult to predict a possible answer or reaction. In her article, as one of the most significant characteristics of dialogic speech, N. B. Odintsova also notes the situational nature of the dialogue. Situation as one of the characteristic features of the dialogue suggests that the success of dialogic communication in the classroom largely depends on the given situation and students' understanding of the speech task of communication. Otherwise, no supports will help to successfully complete the task. Situation is the essence and predetermines the logic of this form of communication [2].

R. N. Sulonov notes that sometimes students do not have communication skills in their native language, so in this case the task of a foreign language teacher becomes much more complicated. This situation is characterized not so much by ignorance of





vocabulary and grammar, but by the inability to get in touch with people, to maintain a conversation, to respond to replicas of the interlocutor, adequately using facial expressions, gestures, intonation and other paralinguistic means [3].

In the "Methods of teaching foreign languages" R. N. Sultonov distinguishes two types of dialogues: free and standard (typical). Typical dialogues are characterized by certain social roles and the type of interaction that corresponds to this type of relationship (teacher-student, parents-child). At the same time, the researcher notes that even when a parent is talking to a child, standard replicas are most often used: "How are you? / How are you at school? / Did you eat? / Did you do your homework?" etc. Free dialogues traditionally include conversations, discussions, interviews, i.e. those forms of speech interaction where the initially meaningful boundaries of communication of each of the partners, as well as the general logic of the development of the conversation, are not rigidly fixed by social speech roles. At the same time, R. N. Sultonov emphasizes that the boundaries between free and standard dialogues in real communication are very mobile; these types of dialogues can easily be transformed during the development of speech communication, depending on changes in the speech situation [3].

Based on the above definitions, we can conclude that dialogue is a speech interaction, the essence of which is the exchange of participants in the communication process with interdependent replicas within certain communicative situations. Conversational dialogue (characteristic of natural communication) is based on real phenomena of reality. In a literary work, its author sets such situations: the dialogues of the characters are a product of his imagination, carefully modeled based on how the author sees the communicative interaction of his characters, in what conditions he places them.

In accordance with the stylistic aspect, dialogue is considered both as the most important component of the compositional-speech structure of a literary text, and as a product of the speech interaction of communicants, who, due to various factors (communication situation, individual speech characteristics, etc.), use certain language means. The focus of the study of such linguists as O.N. Kholmatov is here the rhetorical-stylistic, verbal-stylistic features of dialogic speech, the linguistic means of representing its content are studied. Within the framework of the linguodidactic approach, dialogical speech is analyzed as part of the process of teaching a foreign language.

Being a complex speech complex, the problem of studying dialogical speech requires, in our opinion, a comprehensive consideration, i.e., it is necessary to take into account the interconnection of all the above approaches for the most effective research work



and the achievement of reliable results. Accordingly, in the future we plan to comprehensively consider the problem of studying the structural organization, communicative-pragmatic content and linguo-stylistic specificity of dialogic speech. In addition, one of the focuses of the study may be a linguo-didactic analysis of the possibilities of using the texts of literary dialogues for the development of dialogic speech skills in the process of teaching a foreign language.

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