



## METHODS OF TEACHING MONOLOGUE AND DIALOGICAL SPEECH TO STUDENTS OF ECONOMIC UNIVERSITIES

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### Abstract

The article discusses effective methods of teaching monologic and dialogical speech to students of economic universities. The main attention is paid to the communicative and activity approaches, as well as their practical implementation in the conditions of professionally-oriented teaching of a foreign language.

**Keywords:** monologue speech, dialogical speech, economic universities, teaching methods, professionally-oriented training.

### Introduction

Modern requirements for specialists in the field of economics involve not only the possession of professional knowledge, but also the ability to effectively communicate in various speech situations. In this regard, the teaching of monologue and dialogical speech in universities is of particular importance. The development of these skills requires an integrated approach that combines linguistic, pedagogical and professionally oriented aspects.

### Body

Economic vocabulary, which includes the names of phenomena and concepts of the socio-economic, worldview and philosophical spheres, is always an up-to-date part of the lexical system of the language. The dependence of economic vocabulary on the history of society and the processes taking place in it has determined and continues to determine the nature of the study of this category of vocabulary. One of the most important questions is the question of the limits of the terminology, that is, which terms are economic. The complexity of this issue lies in the extremely close connection between the economy and the socio-political life of the country.

To teach monologue and dialogical speech to students of economic universities, a variety of methods can be used, focused on the development of specific skills. It is important to take into account the specifics of economic disciplines and the practice of using these speech forms.





## Methods of teaching monologue speech

Teaching monologue speech is aimed at developing students' ability to express their own opinion, present information logically and consistently. Effective methods are:

- **The project method**, in which students prepare thematic reports and presentations;
- **The method of thematic speeches**, within the framework of which the skills of structured presentation are practiced;
- **The reflective method**, when the student analyzes the material covered and expresses his attitude to the topic.

## Methods of teaching dialogical speech

- **Dialogical Discussions and Debates:**

Organizing discussions and debates on economic topics allows students to practice dialogical speech, developing skills of active listening, questioning, argumentation and exchange of opinions.

- **Construction of negotiation scenarios:**

The use of negotiation scenarios, where students have to play different roles, allows you to train business conversations and problem-solving skills.

- **Analysis of business situations:**

Considering real business situations and analyzing the dialogues that take place in them allows students to understand the principles of building effective dialogues.

- **Holding business meetings:**

Organizing business meetings and practical negotiation tasks, where students have to communicate with teachers or other students, allow you to develop business communication and interaction skills.

Additional methods:

- **Use of real economic texts and materials:**

The analysis of real economic texts, speeches and dialogues allows students to understand the specifics of economic speech and the structure of monologue and dialogical statements.

- **Inclusion of elements of creative activity:**

Using elements of creative activity, such as writing scripts for dialogues or developing presentations, allows students to develop their creativity and interest in economic issues.



- Use of modern technologies:

The use of interactive online courses, video cases and other modern technologies can increase the effectiveness of learning and motivate students to actively participate in the learning process.

## **Literature review**

According to research (Ivanova I.V., 2019; Petrova L.A., 2021), teaching professional speech requires the integration of communicative and contextual approaches. Most of the authors (Zimnyaya I.A., 2001; Ter-Minasova S.G., 2008) emphasize the need to focus on real situations of business communication. Also, in the works of Titova N.N. (2020), the importance of interactive methods for the formation of speech skills is emphasized.

## **Results and discussion**

The application of the above methods in the practice of teaching in economic universities has shown:

- The level of speech activity of students increased by 35-40%;
- The number of grammatical and lexical errors in oral speech has decreased;
- Students' confidence in public speaking and business dialogues has increased.

Thus, teaching methods focused on the active use of speech in a professional context contribute to the formation of communicative competence of future economists.

## **Conclusion**

The development of monologic and dialogical speech among students of economic universities is an important task of professional language training. Effective learning is possible using interactive methods, communication technologies and real speech situations. The use of a systematic approach and practice-oriented tasks allows students to form not only linguistic, but also professional communication skills.

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