

Actuality of Conversation Style in Teaching

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ABSTRACT

The interrelation between the strategical content of a dialog Ahmadjonova Odina Anvarjon qizi. Namangan davlat universiteti Ingliz filologiyasi fakulteti magistratura 2 bosqich talabasiue and the specific character of its grammatical, lexical and syntactic arrangement remains the most important question to be answered. The simulating of lingual interaction can be used in the process of creating new systems of conditionally communicative strategic exercises for teaching dialogue. This paper represents a study of the aspects of developing effective dialogic models with due consideration of their communicative structures in the process of teaching a foreign language.

KEYWORDS: *dialogical communication, lingual interaction simulation, com- municative tactics (approaches), communicative strategies, communicative structures of a dialogue*

The monologue predominance in the process of teaching a foreign language promotes poor development of the skills of unrehearsed speech. Just an unrehearsed dialogue is the basis for developing communicative competence.

It is commonly believed that competence is a system of rules, which can generate an infinite number of syntactic, phonological, and semantic structures. The syntactic component, as one of the three main components of generative grammar, determines a set of abstract objects, which include all information necessary for the interpretation of a certain sentence. The phonological component determines a phonetic form of a sentence, and the semantic component determines semantic interpretation. Therefore, using a language means the real use of a language, i.e. competence in a certain situation. The communicative competence model of persons learning a language includes “lingual, speech, strategic, sociocultural, conversational (discursive), social, pragmatic, intellectual, and personal competence”. The necessity of forming communicative competence for using a foreign language in different fields of human activity conditions the attention paid by teachers and researchers to a dialogue as the most common phenomenon of oral speech. Communicants'

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participation in a dialogue on a comprehensible topic and emotionally comfort conditions imply adequate acceptance of different conversational situations and choosing familiar roles.

Communication without any communication barrier is considered to be effective communication. The creation of effective dialogical models facilitate clearing communication barriers and transferring communication to more comfortable conversational situation: vocabulary maximally understandable for a conversation partner is used, familiar conversation topics are implied. “Communicants' language behaviour models depend both on their role in each certain act of conversation (verbal communication), and on the conditions and goals of such communication, as well as on certain constants such as any person's age, education, psychological make-up, social status, national and cultural background, etc.”. Under the conditions of multinational groups and groups with mixed age communication success or unsuccess (failure) in many respects depends on approaches and strategies chosen by communicants.

According to E.K. Kliuyev, a communicative strategy is “a part of communicative behaviour or communicative interaction, in which a range of

different verbal and nonverbal means is used for achieving a communicative goal, and is a strategic result, at which a communication act is aimed". V.B. Kashkin defines a strategy as a general framework, behaviour outline, "which can include also deviation from a goal in certain steps". Many strategies are ritualized, turn into conversational conventions losing their "specific qualities" and informational value", and a tactics (an approach) as "a combination of practical actions in a real process of talk exchange (speech interaction). A communicative tactics is a smaller scale of the communication process in comparison with a communicative strategy. It is relevant not to a communicative goal, but to a set of certain communicative intentions". Therefore, a communicative strategy is a way of achieving communicative goals, and a communicative tactics consists of practical actions and communicative intentions.

From the perspective of psychology the analysis of dialogical speech shall be based on the comprehension of interaction subjects as intersubjectivity dynamics, i.e. as a process of development of relations between certain subjects, forming of their assessment, emotions, values and purposes under mutual influence in the process of dialogic communication. "An utterance (as a conversational integral unit) cannot be recognized as a unit of the last, top level of the language structure (above the level of syntax), because it is a part of fundamentally different relations (dialogic relations) incomparable with the linguistic relations of other levels...". "Dialogic relations between utterances... belong to metalinguistics. They are disparate to any other possible linguistic relations of different elements both in the language system, and in a separate utterance".

Intentional models of a dialogue represent interaction as a process targeted at the implementation of a plan, partners intentions, and achieving goal, and informational models outline a concept of interaction as a process of information interchange between the participants of a dialogue. More specific models of a dialogue represent separate stages of verbal interaction (start, the process itself, completion, assessment, change or influence, taking a decision).

A dialogue as a form of speech has a range of specific features, such as

1. substantial number of etiquette formulae, stereotypes, and set phrases;
2. unexpanded replication (reduced utterances);
3. situational conditionality;
4. proximity to internal speech by structural characteristics, etc.

The comprehension of a dialogue as the most common oral speech phenomenon reflecting all the regularities of the communication process as a whole is typical for present-day studies and researches. The consideration of communication as the interaction of subjects performed by means of sign vehicles and targeted at significant change of the condition, behaviour, and personal and semantic formations of partners defines the main goal of dialogical speech as exercising some or other influence over a dialogue partner. "Utterances of a dialogue at the psychological and relatively easy-to-observe level are oriented against each other. They correlate as a stimulus and reaction". If a communicant upsets the right correlation, he/she causes relevant reaction of the other dialogue partner. The high significance of strategies in learning and teaching dialogical speech is conditioned just by this factor.

A dialogue as the most important phenomenon of unrehearsed oral speech is characterized by its spontaneity. That is why dialogical speech has a lot of compensation strategies and hesitation pauses allowing a speaker considering further re-planning of his / her speech in case of any unexpected reaction of a dialogue partner. Active application of compensation strategies makes a dialogue less lexically exact. The availability of speech mistakes, short sentences, dividing sentences into several communication units are typical for a dialogue. L.P. Yakubinsky notes that a dialogue is characterized not only by interchange of communicants' speech, but also by interruption of a dialogue partner, which is a characteristic of an emotionally charged dialogue. According to him, "in some respects we can say that just alternate interruption is typical for a dialogue in general".

When using incentives, communicants will be forced to combine grammatical and lexical units in the mode of continuous speech interaction continuously. At various stages of teaching, the topics of dialogues and drivers incentives will be changed and will become more complex: from elementary everyday topics to scientific discussions.

The consideration of the content of dialogical structures allows us drawing the following conclusions.

1. Communication strategies used by a communicant are closely related to his / her communicative role as a leader or a responder.
2. There is a number of behavioral positions, which are typical only for one of the roles, to which specific sets of communicative strategies correspond. In the process of teaching the

grammatical expression of dialogical speech, the role strategies of communicants are used.

3. At the initial stage of teaching language, by taking into account communication strategies, a complicated dialogical cycle containing at least one strategic communicative move in the speech production of one of dialogue partners is used as a unit of teaching dialogue grammar.
4. For a communication initiator strategic moves such as precentral move, strategically communicative step, alternative request, or appeal for help can be used, and for a responder all kinds of support, additional requests, and pre-answers can be used.

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