THE SIGNIFICANCE OF DIALOGUE SPEECH
IN NATIVE LANGUAGE TEACHING CLASSROOMS

*Berkinbayeva G.O.[1], Dauletbekova Zh.T.[2]
*[1]doctoral student, Narxoz University, Almaty, Kazakhstan,
e-mail:g.berkinbayevaa@gmail.com
[2]c.p.s., associate Professor, Kazakh-British Technical University, Almaty,
Kazakhstan, e-mail: zh.dauletbekova@mail.ru

Abstract. This article provides a comprehensive analysis of the scientific and methodological basis for improving the teaching of dialogic speech. One of the main goals of language teaching is to teach students to express themselves verbally, maintaining good manners. However, the relevance of the article is confirmed by the fact that the issue of "Student's Speech Culture" is still not considered as a special object of study. Dialogue is one of the most effective tools for the development of oral skills in teaching the native language. The importance of dialogic speech as the main form of communication is due to the need for people to interact. The purpose of the paper is to examine the analysis of the study devoted to the development of the senior students' ability to create a dialogue in the native Kazakh Language. It contains the results of a teaching experiment at higher schools that aims to form students' soft skills through dialogue speech. The investigation involves a mixed methodology. The quantitative data were taken from a survey conducted with the students with multiple-choice questions. The qualitative information is derived from the contents of classroom assignments which students need to refer to the theoretical bases of the elective course 'Dialogue Speech' in Kazakh Language teaching. Experiment training was based on the following stages: a) preparatory, b) the development of dialogue speech c) the formation of 4C skills. The study involved 90 senior students of three secondary school students. It has provided valuable insights into the understanding of the psychological and educational impact on students' soft skills through the use of situational tasks to create dialogues, this study increased the validity of prior research. The result of the study made the educators come to the conclusion that teaching dialogue speech needs special strategy and well-structured lesson plan to meet learning outcomes in teaching language.

Keywords: dialogue, dialogue teaching, soft skills, critical thinking, creativity, communication, forming language personality, communication.

Introduction

The development of linguistics at the present stage is determined by the increase of the anthropocentric direction in semantic research. Recently, the study of language issues in linguistics has shifted to the cognitive direction. The field of cognitive linguistics offers the solution to language problems by combining several areas of science, such as philosophy, logic, linguistics, psychology, culturology, artificial intelligence [1]. The study of language needs to be closely associated with people's cognition, culture, and practical activities. This means transmitting the problem from object to subject is the case to study circumstances, that is, giving the meaning of a person through language and, in contrast, investigating language through person [2].

The adaptation of graduate specialists to modern technologies of life in the 21st century is specifically restricted the time and space for modeling school graduates' language identity. The greater importance is given to the language skills required to

comprehend and respond to others' needs, to convey one's own feelings, to make assessments of the situations or somebody's opinions, etc. in the process of developing students' linguistic identity. Therefore, communication skills involve open-minded and polite personal trait, which helps an individual to show his intellectual ability through language to solve issues, and also takes a part in the perception of communicators [3].

Basic provisions

Since high school students are the focus of study, imagination, analytical thought, collaboration, and cooperation with other abilities in the instructional environment will be developed throughout the production of discourse. By the 21st century, these abilities become a focus as "good skills" in the area of education and have strongly assumed a leadership position in the schooling of secondary school graduates. Throughout this regard, a "4C modeling" is designed by creating a culture of the dialogue among senior students:

Communication skills– include the capacity to discuss and interact with others, to learn and share an opinion.

Critical Thinking abilities – the student's capacity to choose the path of the data flow, to define causal associations and weed out irrelevant details. We ought to be mindful of the gains and consider the reasons of their successes and defeats and in the case of defeat.

Creative thinking skills-Enable them to evaluate the scenario in different forms, feel comfortable and make unexpected rational judgments. • Critical thinking skills. This would continue to build solutions and suggestions for others around them who are able to treat them as a challenge without fear of difficulties.

Coordination with others – Techniques are technical and communication-related. Such capacity ensures that a mutual aim and methods of pursuing it can be established, tasks exchanged and findings analyzed.

From an experimental perspective, school students are the focus of study, it is important to encourage students' creativity, critical thinking, communication, and coordinating skills in the educational process by creating dialogue speech. By the 21st century, these 4C's (communication, collaboration, critical thinking, and creativity) skills become "golden skills" in education and have strongly assumed as the fact to increase students' leadership position [4]. Mastering communication, collaboration, critical thinking, and creativity allows unlocking learners' potential skills, the skills that they might need in their future studies and careers. It is essential, not just in an educational context, but in everyday life as it contributes to building confidence and self-esteem and also encourages healthy personal and professional development. [5].

Methods and Methodology

The native languages are taught everywhere as it is considered to be the carrier of the knowledge and wisdom of the people. It can talk about everything; national history lives in the language [6]. Language preserves consciousness, feelings, memory, everything that a person has ever experienced in long history.

The process of experimental methodology was conducted through several stages aiming at determining the methods of formation dialogue speech. The hypothesis of the study was stated to test the effectiveness of methodological foundation aimed at forming senior students' dialogue speech in native Kazakh language through 4C soft skills. The experiment was designed to get the expected research outcomes. The experiment's interest group was senior school students (90 students) at the age of 16-18 from three state schools.

The empirical research of the study was based on the methodological cycle which outlined the different phases involved in generating research hypotheses and testing the hypothesis using the empirical data. Empirical research was conducted and analyzed using qualitative or quantitative methods.

Quantitative research methods were used to gather information through numerical data. It was used to quantify opinions, behaviors. The survey was used as a commonly spread method to design the following steps of the experiment plan.

Qualitative research methods were used to gather non-numerical data. Thus, several scientific and methodical works by researchers and educators, linguistic content-based literature, modern viewed articles, and methodical recommendations were reviewed to get the background vision to the research outcomes. They were used to find out different perspectives on definite meanings, opinions, and to underline the reasons for to subject study.

Survey research was involved to a large audience to collect a large amount of data. This quantitative method was exercised with a set of closed questions that were easy to answer.

A research experiment was carried out to collect empirical data to use a set of interconnected processes to confirm or refute the research hypothesis.

The experimental training process included three stages as followings:

a) preparatory stage.

b) stage of developing dialogue-creating skills.

c) stage of forming communicative skills.

The observational method was implemented as a method of qualitative data gathering that required to study the behaviors and responses of two experimental groups' participation (Control group and Experimental group).

Overall, these data collecting methods helped us – researchers to gather empirical data, that is, data-backed by evidence through the research

Dialogues and public engagement are an individual's needs based on life experience, level of education, ingenuity, and mental mobility. It has been viewed as relationships and effective pair work communication [7] state that dialogue speech has the potential to generate positive relation outcomes such as improved customer satisfaction, citizen-government relationships, and organizational image.

Recently, in linguistics, linguistic research has often focused on defining the meaning of lexical units, especially the study of the Kazakh language in connection with the history and culture of the people, the combination of human creativity and worldview, the main problem of cognitive science [8].

Face-to-face interaction between people is generally effortless and effective. We exchange glances, take turns speaking and make facial and manual gestures to achieve the goals of the dialogue. Teaching young people to work hard, initiative and motivation begin from school years. Today, the content of each discipline considers the mechanisms that contribute to the development of the creative potential of the individual. In this regard, the development of creative abilities in the development of dialogue speech is carried out, which forms the creative potential of students [9].

Deliberative democracy requires two levels of deliberation: One is instrumental deliberation, … through which people negotiate and make decisions; the other is dialogue, through which people construct the concept of the self and other, the sense of community, and public reason. Relying on Habermas's theory of communicative action, Buber's concept of dialogue and Giddens's theory of structuration, … the practical form of dialogue is the fundamental underpinning of deliberative democracy. Through everyday talk (dialogue), citizens construct their identities, achieve mutual understanding, produce public reason, form considered opinions. [10]. Dialogues are usually motivated by some underlying, non-communicative goal. Participants in a dialogue, therefore, perform two tasks at once: that of trying to achieve the underlying non-communicative goal and that of communicating in order to achieve the associated communicative goal. This is reflected in the fact that dialogues consist not only of elements motivated by the underlying task but also of elements motivated by the communicative task and dealing with aspects that require constant attention in communication, such as ensuring contact, providing feedback, monitoring the attention, taking turns, repairing communicative failures, etc. [11].

Results
When teaching dialogue, students acquire the skills and abilities to interact freely with specific phrases, modal words, language clichés, and other language tools specific to this type of speech. They need to understand the other person's point of view, react quickly, and respond to the other person. Rapid communication, variety of language patterns, completeness, and unpreparedness require the close attention of the dialogue participant and automation of the language material used.

Formation of communication, creative, and critical thinking skills does not go beyond society. These skills will be developed through Coordination with Others where students interact with each other. Therefore, in the classroom, students work closely with each other in the context of co-operation, first, speaking correctly, conveying ideas, reasoning, concluding, etc., facilitates the development of communication skills; secondly, tends to interact with each other, work in pairs, groups and collectively. It is important to organize pair work in developing students' dialogue speech. Because dialogue is primarily a conversation between two people, pair types of work can be effective in performing the situational, role, and communicative tasks. That is why paired tasks have been offered a great deal in learning the dialogue speech. Working in pairs is a form of learning that allows students to learn information, find common solutions, and evaluate each role and contribution.

Before beginning the actual research, it was needed to provide a working hypothesis and guess what result will be probably found at the end of the research. The research hypothesis of the study stated the question *if* the methodological basis on classification and types of dialogue speech is observed and discussed in Kazakh language classrooms at secondary school, *then* the senior school students would communicate freely with other peers, it would broaden the possibility to enlarge students' view on their perspective and develop social, 4C modeling skills and language personality *because* by increasing language personality students can apply their theoretical knowledge and soft skills in practice to get their social interest and needs [12].

It was necessary to define a strategy to conduct the research. Initially, it was planned to set up experiments to collect data that will enable us to propose the given hypothesis. It was found out that parameters could affect the validity of the research design. To carry out the research, it was used different research techniques. As data collection was complete, the empirical data needed to be analyzed.

A survey was used as a method of empirical data collection that was employed to gather a set of data from a specific number of respondents regarding a research subject as "the forming dialogue speech through 4C soft skills" It helped to reach quantitative data collection for further research outcomes. A survey contained a set of close-ended questions which was administrated both physically and online–data–gathering platform in Google forms. Ten questions with multiple form sharing options were included in the questionnaire which was tested to approximately 100 respondents. The questionnaire was constructed in Kazakh. This method advantaged the study in terms of establishing data more methodical, whereas, the time duration and costs for conducting the pre-experimental stage were reduced. The set of questions with 3-4 multiple options was introduced in the table form (table 1):

Table 1.

Questionnaire form

Questions	Options	Results (%)
Is it necessary to teach the native language at secondary school?	Yes	80
	No	3
	as an elective course	7
What is your interest level in learning the native language (Kazakh)?	Low	15
	Middle	57
	High	28
What is the purpose of teaching the native language (Kazakh)?	Language Analysis Training	8
	Getting the highest score on the Unified National Testing	70
	To speak the native language accurately	15
	Knowledge on realities of the Kazakh language	7
	Always	13
	Sometimes	17

How much do you care for the purity of the native language, the politeness of the communication between friends?	Never	17
	Depending on the situation	53
How important is the content of the subject curriculum for improving students' dialogue speech skills?	It does not matter	9
	Medium significance	38
	Very important	63
What can influence to start speaking in a more cultural way	Personal intension	45
	Teachers' instruction	16
	Family nurture	21
	Peers' impact	18
What is the culture of speech?	Be able to clearly express one's thoughts	20
	Sufficient vocabulary	16
	Speak without harsh words	31
	Interact with others	33
What do you mean by "dialogue"?	Oral or written communication by two people	46
	A conversation between more than three people	48
	Have no information	6
Would you like to have "Culture of Dialogue Speech" classes in school programs?	Certainly "YES"	64
	Definitely "No"	29
	there will be little benefit	7
What can help students to experience the practicing culture of dialogue speech	Book texts	7
	Social media	48
	Communication	45

In the result of the survey, it was figured out the following views: the majority of students claimed that the purpose of teaching is to get the highest score in Unified National Testing in Kazakh language. To the question "What is "culture of speech?" students' major answers claim the followings: "Speak without harsh words/Interact with other people". Although the students' responses to the speech culture are incomplete, they indicate that the overall course would be positive. To the question "What can help students to experience practicing the culture of dialogue speech" students mostly agree that social network conversations have more prevailing preference than other options.

Discussion
Analyzing the results of the questionnaire, firstly, it was found that the students misunderstood the purpose of the Kazakh language course. Secondly, definitions given to "the culture of dialogue speech" empathized with the meaning related to "conversation". Students' lack of information on the concept "culture of dialogue speech " indicates that the content of the textbook does not meet the importance to the acquisition of dialogue, the culture of dialogue speech, and knowledge on their

classifications. The following table summarizes the results of students' mastering the culture of dialogue speech.

After getting the survey results the experiment stages and research programs were overviewed. Planned procedures and strategic actions were considered in detail for further research development.

The experiment was carried out by higher school students from 10-11 grades to check the efficacy of 4C modeling soft skills in forming language personality by dialogue speech implementing innovative pedagogical technology in education. The aim of the experiment was to establish an appropriate methodological approach to produce research-related dialogue and to confirm the research hypothesis.

The results of the observation during the experiment showed that the students could not express their thoughts in their native language, lacked the skills to create a dialogue, were unable to distinguish features, use package etiquette, and ignored the types of dialogues. After these findings, it turned out that the novelty in the standard and curriculum of the discipline is completely updated in accordance with the new requirements of education and systematization of subject competencies. To help students gain confidence in creating dialogue in the classroom atmosphere special set of assignments was designed to facilitate the process of formation of soft skills.

As it was mentioned above the experimental training process was divided into three stages and the followings were found in the result (table 2):

Table 2

Experimental training process findings

Stages	*Methods*	*Skills*	*Results*
preparatory stage –	simulation method (imitation):	-perception of the dialogue -identification of the person's participation in dialogue -creation the initial idea of the dialogue content -prediction of the general essence of dialogue.	Students mastered a set of speech patterns that allow them to participate in educational communication in the given dialogue unity which was built on the lexical and grammatical material. The formation of the skills on dialogue speech was carried out due to the automated operations which were assimilated as part of the main actions of the dialogue units, both reacting and stimulating. This was created by activating technique as the adoption of the students' initiatives. After three or four stimulating replicas from the teacher, the student made up their replicas by analogy and addressed them to the partner. Imitative and reproductive teaching methods were mainly used at this stage.

stage of developing dialogue creating skills	reproductive method	-reading and reproducing dialogues -editing dialogue parts, -replacing replicas in dialogues, -creating a dialogue based on a given sample	The purposes of the second stage were to develop the skills for creating a dialogue and to master a set of speech samples that allow the student to take part in mini dialogues, including extended replicas with a significant set of their types. This stage was characterized by an increased number of replicas used by students, which stated the followings: 1) expansion of dialogue replica numbers (due to mutual stimulation); 2) possession of three-part dialogue units, expansion of students' independence by reducing teachers' supports, changing the dialogue essence (minimum teacher's participation in students' dialogues, reducing teacher's control). It caused greater independence for students in choosing language tools and the content of replicas. The task was to improve the primary skills which were introduced and acquired at the first stage and to develop partial soft skills.
stage of forming communicative skills	creative method	-creating a dialogue on a given topic, -continuing the initial part of the dialogue, -producing the dialogue on a situational drawing, -making replicas of certain heroes from the stories, -reading the dialogue in pairs, acting out dialogue.	This stage shaped students' 4C skills, students mastered dialogue speech in the upper level, assuming students' ability to participate in particular dialogue, in an extracurricular situation. This stage assumed an increased number of replicas due to a combination of reaction and stimulus, or even by adding the monologue (description, argumentation) in dialogue speech. The students' abilities to independently create dialogues were practiced to a given topic or situation.

Teaching dialogue speech is not limited to reading, narrating, and presenting informational and educational texts in the Kazakh language lessons. It is necessary to identify teaching methods that develop students' cognitive abilities, critical and creative

thinking skills and contribute to a deeper understanding of national culture [13]. The teaching method is a joint effort of the teacher and the student to achieve the goal. At present, interactive learning is accepted by the educational community as the main method of teaching and learning. Scientists around the world tend to choose the interactive method. This is, first, rapid changes in the modern world; second, the maximum growth of information. If in the past there was a lack of information in education, now it is too saturated, so choose, use and evaluate what you need out of plenty of information. Third, the emergence of new forms of communication (Internet, gadgets, ICT) has transformed human society into a service society [14]. Fourth, "Do it yourself", which led to the problem of using the intellectual potential of students, the emergence of ideas. Fifth, changes in the education system the transition from reproductive to constructive education. The transition from the paradigm of cognition to the paradigm of action requires active participants in the cognitive process. [15]. Transformation of educational goals from intellectual to reflective personality. This paradigm and its value-based paradigms should focus on learning, considering the needs of the learner. Therefore, during the experiment, interactive methods of self-education of students were used.

Conclusion

Dialogue speech is social from all points of view, as it involves contacting people, the perception of the speakers' personality, adaptation to the situations, keeping the relations, socially accepted forms of reactions in the dialogue.

Mastering the art of dialogue should be supplied with methodological tools that proceed the development of students' specific dialogical competence. These concepts include appropriate habitual behaviors, understanding of customs and traditions, the ability to use rules of interpersonal communication.

In the process of the development of dialogic competence, it is necessary to provide the constant types of situations involving their implementation, the corresponding cliché. In the high level of language acquisition, attention is paid to cliché considering its linguistic features. Speech cliché is made of real situations. The presence of ready-made clichés facilitates communication, enables speakers to pay more attention to the construction of new forms, statements that are absent in the speaker's speaking experience.

Based on these results, it was determined that the novelty of the subject standard and curriculum will be completely updated in accordance with the new requirements of teaching and systematization of subject competencies

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ДИАЛОГТІК СӨЗ МӘДЕНИЕТІНІҢ АНА ТІЛІН ОҚЫТУДАҒЫ МӘНІ

*Беркінбаева Г.О[1], Дәулетбекова Ж.Т.[2]
*[1]докторант, Нархоз университеті, Алматы, Қазақстан
e-mail:g.berkinbayevaa@gmail.com
[2]п.ғ.к. доцент, Қазақстан-Британ Техникалық университеті, Алматы, Қазақстан, e-mail:zh.dauletbekova@mail.ru

Аңдатпа. Бұл мақалада диалогтік сөйлеуді оқытуды жетілдірудің ғылыми-әдістемелік негіздері жан-жақты талданған. Оқушылардың сыпайы сөйлеу әдебін сақтай отырып, ойларын дәйекті, көркем сөз жеткізе білуге дағдыландыру - тілді оқытудың негізгі мақсаттарының бірі деп танылады. Дегенмен, «Оқушының сөйлеу мәдениеті» мәселесі жаңа талаптарға сай оқыту әдістемесінің күні бүгінге дейін арнайы зерттеу нысаны ретінде алынбай келе жатқаны мақаланың өзектілігін дәлелдейді. Бәсекеге қабілетті ұрақты даярлауда, өмірлік дағдысы бар тұлға тәрбиелеуде диалогтік сөз мәдениеті мәселелері кеңінен сөз болады.Ана тілін оқытуда

ауызекі сөйлеу дағдысын дамытудың ең тиімді құралдарының бірі – диалог. Диалогік сөйлеу - қарым-қатынастың негізгі формасы ретіндегі маңыздылығы адамдардың өзара әрекеттесу қажеттілігімен туындаған. Мақалада жоғары сынып оқушыларының ана (қазақ) тілінде диалог құра білу іскерлігін дамытуға арналған мәселелер қарастырылады. Мақала жоғарғы сынып оқушыларының диалогтік сөйлеу арқылы икемді дағдыларын қалыптастыруға бағытталған оқыту экспериментінің нәтижелерін көрсетеді. Зерттеу аралас тәсілдермен талдау әдіснамасы бойынша жүргізілген. Сандық деректер білімалушыларға жүргізілген бірнеше нұсқалық жауаптары бар сауалнамадан алынды. Зерттеудің сапалылық әдісі арқылы алынған ақпарат «Диалогтік сөйлеу» элективті курсының теориялық негіздеріне, қазақ тілін оқытудағы аудиториялық тапсырмалардың мазмұнына сүйене отырып алынған. Эксперименттік оқыту үш кезеңде жүргізілген: а) дайындық, ә) диалогтік сөйлеуді дамыту б) білім алушылардың икемді дағдыларын қалыптастыру. Зерттеуге орта мектептің 90 білімалушылары қатысты. Жағдаяттық тапсырмаларды қолдану арқылы білімалушылардың икемді дағдыларын қалыптастырып, психологиялық және тәрбиелік тұрғыдан диалог құруға баулу мәселесі ұсынылды. Зерттеу нәтижесінде авторлар диалогтік сөз мәдениетін оқытуда мақсатты нәтижеге жету үшін арнайы стратегия мен жақсы сабақ жоспарын құру қажет деген қорытындыға келген. Мақалада жоғарғы сынып оқушыларының жеке тұлғасын қалыптастыру және оның интеллектуалдық, коммуникативтік, рухани-адамгершілік қасиеттерін дамыту үдерісіндегі диалогтік сөз мәдениетінің ерекше маңыздылығы, сөйлеу шеберлігі, сөз тазалығы, оны меңгеру, тәрбиелік мәні қарастырылған.

Тірек сөздер: диалог, диалогтік оқыту, икемді дағдылар, сыни тұрғыдан ойлау, шығармашылық, коммуникация, тілдік тұлғаны қалыптастыру, қарым-қатынас.

ЗНАЧЕНИЕ ДИАЛОГИЧЕСКОЙ РЕЧИ В ОБУЧЕНИИ РОДНОМУ ЯЗЫКУ

*Беркинбаева Г.О.[1], Даулетбекова Ж.Т.[2]
*[1]докторант, Университет Нархоз, Алматы, Казахстан,
e-mail: g.berkinbayevaa@gmail.com
[2]к.п.н., доцент, Казахстанско-Британский технический университет,
Алматы, Казахстан, e-mail: zh.dauletbekova@mail.ru

Аннотация. В данной статье проводится комплексный анализ научно-методических основ совершенствования обучения диалогической речи. Одной из основных целей обучения языку является научить студентов выражать свои мысли устно, сохраняя при этом хорошие манеры. Однако актуальность статьи подтверждается тем, что проблема «Культура речи учащихся» до сих пор не рассматривается как особый объект исследования. Вопросы диалогической культуры речи широко обсуждаются при подготовке конкурентоспособного поколения, в воспитании человека с жизненными навыками. Диалог является одним из наиболее эффективных средств развития устной речи при обучении родному языку. Значение диалогической речи как основной формы общения обусловлено необходимостью взаимодействия людей. В статье рассматриваются вопросы, связанные с развитием у старшеклассников умения строить диалогическую речь на родном (казахском) языке. В статье представлены результаты обучающего эксперимента, направленного на развитие гибких навыков старшеклассников посредством диалогической речи. Исследование проводилось с использованием комбинации аналитических методов. Количественные данные были получены в результате опроса студентов с множественным выбором ответов. Информация, полученная качественным методом исследования, получена на основе теоретических основ элективного курса «Диалоговая речь», содержания аудиторных заданий по обучению казахскому языку. Экспериментальное обучение проводилось в три этапа: а) подготовка, б) развитие диалогической речи, в) формирование гибких навыков учащихся. В исследовании

приняли участие 90 старшеклассников. Рассмотрен вопрос построению диалога психолого-педагогического характера, формированию гибких умений за счет использования ситуационных задач. В результате исследования авторы пришли к выводу, что обучение диалогической речи требует специальной стратегии и хорошо структурированного плана урока для достижения результатов обучения языку. В статье обсуждается особое значение диалога в процессе формирования личности студента и развития его интеллектуальных, коммуникативных, духовно-нравственных качеств. Используя те или иные приемы, предполагающие диалоги, желательно постоянно акцентировать внимание на требованиях к устной речи.