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Dialogical Speech Activity as a Necessary Component of the Formation of Students ' Foreign Language Competence Tatiana VOZNIUK,

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Abstract. One of the results of international cooperation and competitiveness is the need to remove the language barrier between its participants. In accordance with this, ensuring the mastery of a foreign language for free communication is the most important task of the education system at the present stage of development. In the proposed article, dialogical speech activity is considered as a necessary component for the formation of students ' foreign language communicative competence, which is one of the main goals of teaching a foreign language in a modern university. The article considers the characteristics and features of dialogical speech activity, the importance of speaking as a type of speech activity. The relevance of the research is related to the use of two types of teaching dialogical speech activity: deductive and inductive. Teaching foreign language dialogical speech activities should be systematic, purposeful, as close as possible to the conditions of real reality, which contributes to achieving a positive result in teaching a foreign language. The article provides a theoretical analysis of the application of the method of dialogical speech activity in teaching a foreign language at the present stage, taking into account trends towards international intercultural interaction.

Keywords: dialogue, communication, dialogical speech activity, replica, situatedness, attitude, deductive, inductive.

Relevance. In modern social and educational transformations in Ukraine, it is obvious and indisputable that knowledge of a foreign language is necessary as one of the key prerequisites for the entry of the national educational system of the state into the single European educational space. This, in turn, contributes to the development of mobility among students of higher educational institutions and, in the future. their competitiveness in international professional and scientific fields, provided that they are fluent in English as the world language. These factors indicate the need to involve the student in learning a foreign language as a means of communication and a means of learning another national culture. This allows the student to find a place in the harmonious interaction of different cultures and expand their opportunities to participate in crosscultural communication.

The aim of the research is an attempt to outline the conceptual features of the formation of foreign language competence of students of non-linguistic higher educational institutions with the use of dialogical language activities in the process of teaching foreign languages, which would be able to prepare students for conducting natural dialogues. During the work on the publication, such **research methods and materials** were used as a method of analysis and synthesis of scientific literature to understand the essence and content of dialogical speech activity and the features of its application in English classes. A sufficient number of materials on the research topic were processed.

Literature review. Dialogues and dialogical speech have been a constant object of scientific research both in European linguistics (Harriri H., Karwan Dh., Haenilah Ey., Rini R., Suparman U., 2020; Long M., 1991; Naves T, 2009) and in Ukrainian (Artemchuk T. 2003; Bukach V., Golubova G. 2019; Zholnerik L.I., 1985). Many researchers consider dialogic speech as the main and most important aspect in learning any foreign language. According to some scientists, the ability to speak a foreign language includes "motivation of students, target orientation, personal interest, speech and mental activity, interaction of students in the learning process, contact (emotional, meaningful, situational personal). communication. mastery of speech material.

The English linguist J. Leach identifies the following four types of dialogue based on

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the ratio of social prescriptions of behavior and individual intentions of communicants: 1) competing – orders, demands, requests; 2) coincident – offers, invitations, thanks, congratulations; 3) indifferent – statements, announcements, instructions; 4) conflicting – threats, accusations, insults, reprimands (Bukach V., Golubova G., 2019).

The British researcher D. Cristall classifies dialogues into symmetrical and asymmetric according to the degree of involvement of the APT in the dialogue process. (6,Crystal, 2003).He highlights the fact that the linguistic contribution of each of the participants to a particular dialogue may also differ in the temporal aspect. The norm in conducting a dialogue is when two interlocutors participate in it, speaking sequentially (alternately one after the other), but with a certain amount of expected overlapping - overlapping of the replicas / words of one speaker on the replicas / words of another. However, this norm is guite often violated, and symmetrical and asymmetric dialogues arise as a result.

In addition, D. Crystal says that in a symmetrical dialogue, there must be at least maybe more than two (and two) communicating participants. At the same time. communicants can speak simultaneously, creating the appearance of a dialogue, but with a very low probability of following a common idea / thought (that is, in violation of the principle of cooperation). Speech in this case becomes illegible. For example, at dinner parties (more than two people), you can observe some interesting cases where a person can simultaneously take part in two conversations - by introducing his remarks (replicas) into each of two dialogues the in turn, while simultaneously listening to both interlocutors. D. Crystal explains that "this is something that is possible only when one is either very sober or very drunk" (6, Crystal, 2003).

D. Crystal gives a rather interesting classification of dialogues, introducing a third person into this form of discourse. D. Crystal identifies several types of dialogues. Firstly, it is a dialogue that depends on a third party or an intermediary/mediator. A common example of this is a translation from or into a foreign language, where someone A speaks with B through C. Within the framework of one language, an example may be the case when one person (or a group of people) speaks to another through an official or a ventriloguist doll. An interesting type of dialogue, according to D. Crystal, is a dialogue that consists of third-person statements. For example, a person with a loud voice in a restaurant can force a couple sitting at another table to give their comments (in a low voice) to what they are told, thereby creating their own (ongoing) dialoque. stimulated by the statements of an outsider (third) person. The researcher refers to asymmetric dialogues with one participant talking to an imaginary (implicit) partner. According to D. Kristall, these are the most unusual dialogues of all existing types, since they are created by only one "obvious" person (in the absence of any other persons). The word "obvious" is important here, since such a dialogue takes place when the speaker imagines that someone else is present besides him. (6, Crystal, 2003; 11, Long M., 1991).

Research results and their discussion. Speaking about dialogical speech activity, it should be noted that this approach is not new in the methodology of teaching a foreign language. Oral speech is used as a means of teaching, with the help of which automatism is achieved in reproducing and transforming the learned lexical units of grammatical structures. One of the forms of oral (informal and formal) communication is a dialogue, through which information is exchanged. mutual understanding is established, as well as influence on the interlocutor. Dialogue is one of the most integral components of learning when learning a foreign language and occupies almost 70% of the spoken language.

Speech is a means of human communication, a direct expression of the thought process inherent in a person. Of all the types of speech activity, which include listening, speaking, reading, writing, absolute priority is given to the most natural form of speech activity - oral form - in its main design – dialogic speech activity. Sometimes not enough attention is paid to teaching dialogic speech activities. This position is erroneous, since it is this type of speech prevails activity that in the natural environment in its main form - dialogue. Students should be able to support the conversation in such a way as to interest the

interlocutor, so that he wants to continue and develop the dialogue. Dialogical speech activity is a process of direct speech communication, characterized by the change of one to another replicas of two or more persons (Coyle D, Hood P., Marsh D., 2010).

Dialogue is the process of mutual communication, when a remark is replaced by another phrase and there is a constant change of roles. The dialogical form of speech assumes that during their studies, students will acquire such skills as the free use of certain cliches characteristic of a given language, understanding the speech of the interlocutor, and rapid responding to the other person's words, as well as continuing the conversation by making lines that would encourage the partner to respond to them. The process of teaching dialogic speech is inextricably linked with another type of speech activity, namely listening, since during a conversation, it is necessary to perceive speech by ear (Bakaieva H. Ye., 2005).

The key and leading goal in teaching foreign languages is the communicative goal that determines the entire educational process. From the point of view of the goals of teaching dialogic speech activity, educational and natural dialogues are distinguished. Natural dialogue is implemented various situations in of communication between native speakers, between native speakers and a foreigner who speaks this language. (Coyle D, Hood P., Marsh D., 2010; Fylypenko S. L., 2009).

Natural dialogue is realized in different situations of communication between native speakers, between native speakers and a foreigner who speaks the language. In the context of professionally oriented foreign language teaching, educational dialogues are used that would prepare students for natural dialogues. Natural dialogues are divided into three groups: contact-establishing, information-reference and social-household. Information and reference dialogs mean requesting any information or references (help dialog, request dialog). Social and dialogues everyday are used during conversations on various everyday or social topics. Educational dialogues that model natural dialogues, in turn, are divided into fullv memorized, partially transformed, transformed, prepared under the guidance of a teacher, independently prepared and

spontaneous. The main criterion for such a division of dialogues is the degree of readiness. The highest level of proficiency in dialogical speech involves conducting a relaxed and structurally diverse conversation, pair or group, that is, free or "proactive".

Unlike a monologue, where the author independently determines the logic of the utterance and the choice of speech and language means. there is alwavs а dependence on the dialogue partner. In addition to the ability to speak, dialogue also involves the ability to listen. A number of new groups of objective difficulties are coming into determined by the personal force, characteristics of the interlocutor's speech. To successfully conduct a dialogue based on the above, it is necessary to have a certain speech hearing development, level of probabilistic and skills, compensatory forecasting. (Marsh D., Nikula T, 1998; Noviventy L., Morganna R., Fakhruddin, 2022) Therefore, students need to master certain response signals, form a willingness to interact in unforeseen situations, and master the necessary compensatory technologies.

Since the process of dialogical communication is created on the basis of any joint activity, the exchange of information, knowledge and ideas about this activity means that mutual understanding has been reached.

This is realized in new joint attempts to further organize and develop activities. The participation of many people in this event at the same time means that everyone must make their own special contribution to it. This allows us to perceive interaction as an organization of joint activities within the framework of cross-cultural communication. During it, it is important for participants not only to exchange information, but also to organize the exchange of actions, functions, roles, distribute tasks and plan joint events. This is implemented through a regulatory and organizational function.

Analysis of scientific literature allows to conclude that dialogical communication can function in the following types: dialogueinterview, afferent dialogue, request, exchange of information/messages/thoughts, dialogue (request, motivational advice), dialogue, balanced etiquette dialoque. discussion and dialogue-misunderstanding (Kelly T., 2006); (business) conversation, dramatization, planning of joint actions, exchange of impressions, polemics, unison, everyday conversation, interviews, negotiations (Artemchuk T., 2003; Coyle D, Hood P., Marsh D., 2010).

Based on the types of dialogic speech discussed above, proposed by various scientists, it seemed appropriate to identify those types that are of great practical importance for students master to professionally oriented communication in a foreign language: dialogue-exchange of information, dialogue-discussion, business conversation, planning joint actions, polemics, conversation about cooperation between two or several representatives of different parties.

When describing dialogic speech, it is important to keep in mind the following features:

- dialogical speech should be motivated based on a certain topic, conditions of a real or imaginary situation related to this topic; in this case, as a rule, in a dialogue with the interlocutor, the meaning of the speaker's statement, its emotional connotation should be provided, and the subjective content of the speaker's speech should be evaluated;

- dialogical speech depends on the situation of speech communication and does not have a clear plan, which causes the possibility of its incompleteness, understatement;

- dialogical speech is characterized by spontaneity: greeting, changing lines and final lines (for example, words of farewell);

- dialogical speech is characterized by simple grammatical design, tortuosity, spontaneity and reactivity; at the same time, the use of cliches, patterns, familiar combinations of words, replicas, formulas of speech communication, proverbs, sayings, the presence of reduction, the possibility of incompleteness of statements, as well as often a high pace of speech;

- dialogical speech is characterized by a wide use of nonverbal means of communication such as facial expressions, gestures, as well as intonation means (accents, pauses, etc.);

- dialogical speech is characterized by reactivity, instant reaction to the statements of another person, as well as contact;

- dialogical speech is characterized by

an emotional and subjective assessment of the listener;

- when implementing dialogic speech, it is necessary to take into account the sociocultural characteristics of the addressee, a representative of another culture, including in order to influence listeners through speech.

The main goal of teaching foreign languages at a university is determined by the ability to use language units in professionally oriented communication situations.

In the course of dialogical speech activity, there is a partial overlap of the steps of perception of the interlocutor's speech and the internal formation of the future response. An essential feature of the dialogue is the need to follow the other person's train of thought, sometimes unexpected, which leads to a change in topics, and hence the spontaneity of reactions, the inability to plan the course of the dialogue in advance. Another feature of dialogical speech activity is that it occurs, as a rule, in direct contact of the participants of the dialogue, who are well aware of the circumstances in which communication takes place, and sometimes each other.

In the process of developing skills, such qualities as purposefulness, dynamism and productivity, integration, independence and hierarchy are acquired.

Such a quality as purposefulness is directly related to the generation of meaningful logical and emotional utterance. It is purposefulness that is responsible for achieving the goal. Dynamism allows you to find ways to solve a problem in a specific communication and speech situation in a relatively short period of time. Since dialogical speech activity involves a rapid change of roles (listener, speaker), this quality becomes especially important.

process In the of speaking, combinations of language units are created that have not previously been found in the speech experience of young people, based on the principle of combination. Thus, the language creativity of interacting students is manifested, which is associated with such a quality of skills as productivity. Integration manifests itself in the interaction of vocabulary, grammar, pronunciation, as well as equally automated or non-automated components of the following: life experience,

knowledge, and the emotional sphere.

quality-independence-is The next expressed in the autonomy of language skills in a foreign language from the native language and from the information base itself, that is, the participant in the dialogue does not rely on the "translated language", but turns to information supports as an auxiliary tool. Hierarchy as a quality of a skill can be represented at the operational and motivational-mental levels. The operational level is a skill base where levels such as operations, skills, and skill chains stand out.

The effectiveness of developing dialogic speech skills is determined by the level of formation of speech competencies. So, the formation and development of the ability to conduct a dialogue is influenced by the level of formation of speech skills (both receptive and reproductive): phonetic skills that ensure the perception and recognition of individual sounds and their combinations in the speech flow, as well as various intonations and ensure the design of their own utterances in accordance with the phonetic norms of the language being studied; lexical skills-provide recognition of sound images of lexical units and their direct understanding, make it possible to choose and combine lexical units in accordance with the intentions of the utterance; grammatical skills - provide recognition by ear of grammatical forms and prediction of syntactic structures, ensure the correct design of their utterance in accordance with grammatical norms of the foreign language being studied.

Dialogical speech activity is always motivated. A person always speaks with a specific goal, which is set either by external or internal motivations. This characteristic must be taken into account at the initial stage of training. The student needs to arouse the desire, the need to speak. Speech activity always has the character of an appeal. It is addressed to the listener, addressed to the audience. (Artemchuk T. 2003; Naves T., 2009).

Speech is always emotionally colored, because the speaker expresses his thoughts, feelings, and attitude to what he is saying. In the live communication of people, their experiences, feelings, and so on are manifested. The expression of these feelings is remarks of surprise, admiration, approval, disappointment, dissatisfaction, etc.

One of the main psychological features of dialogical speech activity is its dependence on the situation. Dialogic speech is considered primarily situational, so often its content can be understood only taking into account the situation in which it is created. In relation to reality, situations can be either real or imaginary and have a social aspect. This should be taken into account in educational practice. During the lesson, the teacher should introduce students to learning in a foreign language by using real situations or by creating educational and speech situations using visibility. (Crystal D., 2005).

Since dialogical speech activity is a process of direct speech communication between two or more persons, that is, the interlocutors act alternately and as a speaker and listener, the result of this form of speech is a dialogue of varying degrees of unfolding or polylogue (group discussion of the problem, discussion, free conversation). The largest structural unit of dialogical speech is a thematic macro dialogue, which includes several micro dialogues united by a single communication situation.

Intonations, the use of speech cliches, the presence of modal words, interjections, and the general conversational style play an important role in speech design for dialogic speech activity. The dialogue is characterized by a variety of incomplete sentences and statements that are free from clear norms (unfinished sentences, false beginnings). Non-linguistic (extralinguistic) means of communication (facial expressions, gestures) are widely used in dialogical speech. In live dialogic speech activity, the exchange of replicas occurs quickly, hence the lack of preparation, spontaneity of speech, which requires high automation and readiness of speech material. The highest level of proficiency in dialogical speech involves conducting а relatively relaxed and structurally diverse conversation, in pairs or groups. (Kelly T, 2006; Shukin A.N., 2001).

There are free and standard dialogues (etiquette dialogues). The latter include typical situations with clearly defined roles (buyer – seller, doctor – patient) that involve the use of stereotypical speech material. Free dialogues traditionally include conversations, discussions, and interviews, i.e. those forms of speech interaction where the general logic of conversation development is not strictly fixed by social speech roles at the very beginning. The line between free and standard dialogues in real communication is very mobile, these types of dialogues can easily be transformed during the development of speech communication, depending on changes in the speech situation.

The purpose of teaching dialogical speech activity is to master the ability to participate in communication in order to exchange information, to encourage the interlocutor to perform an action, that is, to master all types of micro dialogues. Achieving a given goal is impossible without solving tasks such as learning to replicate (stimulate and respond), as well as deploying one of the replicas into a coherent statement. These skills constitute a psychological component of the content of teaching dialogical speech activity. The linguistic component of the content of teaching speech activity includes all the necessary speech and speech material: from situational cliches, standard label formulas, replicas-motives, replicasreactions to dialogues-samples selected in with situations. accordance areas of communication and topics of the training program (Ipsen G. 1932; Harriri H., Karwan DH., Haenilah EY., Rini R., Suparman U., 2020). When teaching speaking, students ability to use various kinds of supports is particularly important: visual and auditory, verbal and nonverbal, meaningful, semantic, as well as the ability to create them. In addition, due to the unpredictability of the speech partner, the spontaneity of speech, and the need for a quick reaction in the process of communication, the ability to express an opinion by any means becomes of great importance.

The highest level of proficiency in dialogical speech implies a relaxed and structurally diverse conversation, whether paired or group, that is, free or "initiative" speech. The method emphasizes the ways of teaching dialogic speech: deductive and inductive. The reproduction of dialogue on roles, stimulation of dialogical communication happens on the basis of a similar speech situation. In this case, the dialog model is a support for orientation in the substantive plan of communication, as well as introduces the socio-cultural peculiarities of native speakers and their speech behavior. So, for example, students of nonlinguistic higher education institutions should be able to discuss, describe and compare graphs, tables, formulas, conduct business and telephone conversations, conduct presentations and participate in conferences, participate in scientific discussions, both in formal and informal atmosphere in a foreign language, which is impossible without dialogues support (Fylypenko S. L.,2009).

Based on this, the methodology of teaching foreign languages adheres to two ways of teaching dialogical speech activity: deductive and (the path "from above", that is, from the general to the particular) and inductive (the path "from below", that is, from the particular to the general).

With a deductive approach, training begins with a whole paragraph, which is considered as a structural and intonation standard for building similar ones, with the perception of dialogue (by ear, and then with graphic support) in order to understand the semantic content in general, identify actors and their positions. (Noviyenty L., Morganna R., Fakhruddin, 2022). The second stage is analytical, which involves identifying and "assigning" the features of this dialogue: cliches, appeals, elliptical sentences, modal words, and interjections. This is followed by the reproduction of the dialogue by roles, by the choir, by the teacher and in pairs, stimulating dialogic communication based on a similar but new situation by highlighting variable elements. their equivalent replacement, and reproducing a modified dialogue.

In the deductive approach, a paragraph is considered as a structural and intonation standard for constructing such texts:

A) perception of the dialogue (by ear, and then with graphic accompaniment) for the purpose of a general understanding of the semantic content, identification of actors and their positions;

B) identifying and "assigning" features of this dialogue: cliches, appeals, elliptical sentences, modal words and interjections;

C) reproduction of the dialogue by roles, chorus behind the teacher's back and in pairs;

D) stimulating dialogical communication based on a similar but new situation by highlighting variable elements, their equivalent replacement;

E) playback of the modified dialog.

Supports for creating your own dialogs in this case can be:

- texts of the dialog models themselves;

- content of the teacher's language setting for composing modified dialogs;

- description of the roles received separately by each by each of the dialog participants;

- images or videos are played without sound.

The disadvantages of the deductive approach are that only a limited number of dialogues can be studied, which is not enough for real needs. Students do not develop the ability to build a dialogue independently, which means that the opportunity for free communication in a dialogic form is lost.

When mastering dialogic speech "from above", students ' actions are mostly based on the processes of memorization and reproduction, the main burden, thus, falls on their memory, and it is not always possible to sufficiently communicative motivate and stimulate actions, if you do not focus on the interpretation of the original dialogue. But at the same time, the dialogue-pattern is a certain support for compositional design and the choice of means of expressing thoughts and feelings.

The second approach - inductive involves the path from mastering the elements of the dialogue (replicas) to its Conduct independent based on the educational and communicative situation. Students master individual speech actions. which are divided into blocks of exercises. In parallel with the development of individual replicas, students are taught how to interact within the framework of games, and they are trained to actively respond to nonverbal and verbal stimuli. Each of the approaches has its own advantages and disadvantages and equally deserves its attention when teaching dialogic speech. During the formation of dialogical speech skills, the size of the dialogue should increase, communication tasks should become more complex, and the language supports that students use in the form of hints should be reduced. At this stage, thus, the ability to learn direct foreign language communication in а group develops.

With the help of the inductive method, students learn to independently plan speech

actions through awareness of the motives, goals, results of the action, as well as unfold the form of speech patterns and the content of their meanings that are adequate to the content.

Teaching a bottom-up dialogue assumes that students do not have an original sample of the dialogue for some reason. There may be several options here:

1. students cannot read and cannot use this sample;

2. the level of speech development is quite high, so you don't need a sample;

3. the intended dialogue refers to a type of free dialogue, and the sample will only limit the creative initiative of students.

This method is associated with speaking as a type of speech activity, especially in the case of foreign language proficiency. Speaking complex is а psycholinguistic and psychophysical process, and as a type of speech activity, it usually occurs when there is a communicative need, that is, when there is a motive for activity. Therefore, it is important for the teacher to translate the teaching of dialogic speech in a foreign language into colloquial speech, so that students develop the ability to express their thoughts in communicative, а meaningful and grammatically correct way. So, teaching a foreign language to a dialogic language should be systematic, purposeful, as close as possible to the conditions of real reality and, most importantly, personally active, so that young people develop the ability and desire to carry out speech communication. In this regard, the teacher should organize a language environment in which students need to request information from each other and from the teacher; exchange opinions and judgments; conduct a group conversation in connection with what they have read or heard; describe, tell, retell, reason, discuss, etc. (Bukach V., Golubova G. 2019).

When teaching a foreign language to a dialogic language, it is important for a teacher to rely on two important principles: the principle of functionality and the principle of speech-thinking activity. Thus, based on the principle of functionality, the selection of the content of training that is adequate to the communication process is carried out, that is, it is not the language system that comes to the fore, but the system of language tools that function in the communication process (for

example, phrases and phrases-cliches). It is the latter that contribute to overcoming the language problem situation or entering the socio-cultural context of the dialogue (Coyle D, Hood P., Marsh D). The principle of speech activity contributes to the stimulation and use of students ' communicative abilities, on the basis of which they develop dialogic speech skills, often associated with social necessity, as well as an individual interest in improving the language being studied.

So, the transformed reality Associated not only with the satisfaction of cognitive and practical needs of students, but also with the of а stable motivation creation to communicate in a foreign language, should act as a predictable end result of learning foreign language activities. This means that the product of teaching dialogic speech is the acquired knowledge, as well as skills and abilities to master the methods of actions for their assimilation, which simultaneously act as a condition for further learning and selfeducation, contributing to the development of

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Conclusions. The main goal of teaching a foreign language is to form a foreian language communicative competence. An important place in the formation of communicative competence is occupied by teaching dialogic speech activity. Any methods of teaching dialogic speech always create a strong motivation to learn the language, to activate lexical and grammatical material, to master speech constructions and formulas (within certain situations). to spontaneous use of speech patterns-cliches performing other communicative when situations, to acquire a sense and beauty of speech, to develop listening skills, to get acquainted with the literature and culture of the country of the language being studied, etc. In a multicultural world, knowledge of foreign languages and English in particular plays an important role as a criterion for adapting to modern realities and as a means of interethnic communication.

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Діалогічна мовна діяльність як необхідний компонент формування іншомовної компетенції студентів Тетяна ВОЗНЮК.

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Анотація. Одним з результатів міжнародної співпраці і конкурентоспроможності є необхідність усунення мовного бар'єру між її учасниками. Відповідно до цього забезпечення оволодіння іноземною мовою для вільного спілкування є найважливішим завданням системи освіти на сучасному етапі розвитку. У запропонованій статті діалогічна мовна діяльність розглядається як необхідний компонент для формування у студентів іншомовної комунікативної компетенції, що є однією з головних цілей навчання іноземної мови в сучасному вузі. У статті розглянуті характеристики і особливості діалогічної мовної діяльності, значимість говоріння, як виду мовленнєвої діяльності. Актуальність дослідження пов'язана з застосуванням двох видів навчання діалогічної мовної діяльності: дедуктивного та індуктивного. Навчання іншомовної діалогічної мовної діяльності має бути систематичним, цілеспрямованим, максимально наближеним до умов реальної дійсності, що сприяє досягненню позитивного результату в навчанні іноземної мови. В статті здійснено теоретичний аналіз застосування методу діалогічної мовної діяльності у викладанні іноземної мови на сучасному етапі з урахуванням тенденцій до міжнародної міжкультурної взаємодії.

Ключові слова: діалог, комунікація, діалогічна мовна діяльність, репліка, ситуативність, відношення, дедуктивний, індуктивний.