THEORETICAL FOUNDATIONS OF TEACHING DIALOGIC SPEECH IN FRENCH LANGUAGE LESSONS

Salimova Kamola Maxamatovna,
Senior Lecturer
Tashkent Institute of Architecture and Civil Engineering

Annotation:
This work is devoted to teaching dialogic speech at the middle stage of learning French as a second foreign language. This topic can be considered relevant, since dialogic speech is one of the most effective means of activating speech material and teaching a foreign language in general, since the methodological content of a modern lesson should be nothing more than communication.

Keywords: French, dialogic speech, second foreign language, speech material, methodological content, modern lesson, communication.

Knowledge of a foreign language has long been a necessary part of a person's personal and professional life. This is not surprising, since the labor market is in demand for those specialists who, in addition to knowledge of their profession, speak one or more foreign languages. It has become a positive trend to put forward the development of communication skills in a foreign language as a learning goal.

In the course of learning, which has a communicative orientation, the result of students learning a second foreign language can be achieved. Communicative-oriented learning is associated with solving tasks aimed at the education, upbringing and development of a child's personality. The purpose of education is to deepen and expand the regional knowledge of schoolchildren. Thanks to education, children can get information about the lifestyle and social status of their peers abroad, and the national culture of youth. Education using the means of a second foreign language is designed to enhance the culture of speech communication by mastering the norms of speech etiquette accepted in society.

In addition, education should form students' respect for the traditions and customs of representatives of other social and cultural environments. With the help of the means of a second non-native language, development takes place. It involves the purposeful formation of linguistic and speech observation, readiness for cognitive creativity, which is possible through the search for information, as well as activities simultaneously related to speech and thinking. This refers to the formation of students' intellectual skills.

The period of learning French as a second non-native language is associated with the formation of competence in communication. The components of communicative competence usually include:

1. Linguistic competence (it means the presence of a specific vocabulary, as well as knowledge of the rules of syntax and the ability to use them, which is necessary for the logical expression of thoughts);

2. Sociolinguistic competence (it presupposes the ability to use and transform languages of forms depending on the communication situation: subjects of communication, topic and purpose of conversation);

3. Discursive competence (it consists in the perception and generation of logically constructed statements in the process of communication);

4. Strategic competence (it implies the ability to use a strategy of verbal and non-verbal communication in order to compensate for unfamiliar language material);

5. Socio -cultural competence (it means knowledge about the distinctive features of the culture of the country of the studied language and the culture of speech behavior);

6. Social competence (it implies a desire to communicate with others, a sense of self-confidence, as well as knowledge of public relations and the ability to understand them).

Speaking is one of the most important types of speech activity, therefore it is impossible to talk about the great role of dialogue in foreign language classes without mentioning and characterizing speaking. Speaking is understood as expressive (productive) the type of "conversational" activity. With the help of speaking, it becomes possible to carry out oral-verbal communication, which has 3 levels. The levels of this type of communication include:

Initial (answers to the questions are given with or without reference to the source; the presence and participation of the teacher is mandatory);

Medium (reliance on text or visual aids is mandatory);

Independent (there is only knowledge of the subject, but there is no reliance on the text; complex constructions are used in speech).

The content of speaking is understood as the exchange of information from one subject to another (orally), as well as voicing one's own thoughts. Speaking training takes place in order to develop the abilities of students, depending on their interests and needs related to the implementation of communication in socially conditioned situations. After graduation, a person should be able to perform certain actions. These include: communication in one-on-one contact, understanding and manifestation of verbal and non-verbal reactions to the statements of the interlocutor within certain situations and topics indicated in the curriculum of the educational institution; the ability to competently talk about yourself and the world around you and express your own attitude to the information received or the object of communication. Speaking, like any kind of speech activity, has characteristic features:

• Speaking is motivated. Within the "limits" of learning a foreign language, motivation is communicative;

• Speaking is a purposeful process, as a person speaks with a specific purpose;

• Speaking is an active process. Speaking acts as a means of expressing the attitude of speakers to their surrounding reality;

• Speaking is closely related to all types of human activity, for example, with thinking, therefore speech tasks can have the status of speech-thinking;

• Through speaking, distinctive personality features are manifested, because in speech a person expresses his life position. A person's speech testifies to their origin and social status;

• Speaking is characterized by heuristics and independence, because speaking as an activity cannot be algorithmized in advance. It completely depends on the "movement of thought" of the author;

• A certain tempo is characteristic of speaking, set in accordance with the norm;

• Speech units relate to the basic elements of the communication process. This is the expression of such a distinctive feature of speaking as situationality.

Many authors who consider the issue of visibility suggest using it to form a communicative motivation. The first stage in the process of the emergence of this type of motivation is considered to be the activity of the subject. This is followed by interaction with real life objects. After that, there is an activation of thinking, and there is also a need to voice your own thoughts. The final stage is the immediate emergence of communicative motivation. The appearance of communicative motivation in students can be facilitated by presenting a specially prepared type of external visibility before the main tasks. Using the means of object visualization, the teacher sets the students the semantic content of the task, as well as its logical sequence.

When teaching dialogic speech in a foreign language lesson, two main problems arise: which speech material should be selected, and which methods should be used. Speech material is understood not as certain grammatical, lexical and phonetic phenomena, but as speech patterns, formulas and stamps. Here we are referring specifically to the problem of selecting speech, not language material, since the language material is determined by the training program. The dialogical form of communication has its own specific features, the neglect of which can lead to the fact that the conversation will be unnatural.

Before starting to compose a dialogue, the teacher must select the necessary language and speech material that needs to be worked out, clarify the sequence of introduction of a particular material. He must compose a dialogue in such a way as not only to work out the lexical and grammatical material, but also to teach students models and standards of oral colloquial speech. After that, he can only decide on the topic and the life situation in which he will immerse students in order to improve their skills. The linguistic content of the dialogue is dictated, on the one hand, by the needs — phonetic, grammatical and lexical, and on the other — by the situation, which has nothing to do with the requirements of the language. Thus, the teacher must avoid two dangers) create a dialogue in which a reasonable sequence of presentation of language material is not followed and there are too many words and structures) or create a

series of dialogues graded by difficulty on a scientific basis, but very artificial and filled with phrases that no resident of the country of the language being studied will ever say.

Transformational exercises are most often done orally (perhaps in pairs or with a teacher). In these exercises, it is very important to have a pattern, following which it is necessary to rebuild statements. First, you need to familiarize yourself with the sample, and only then proceed to perform this kind of exercises. They allow communicants to improve their dialogic skills, as well as memorize algorithms for constructing sentences in French.

1. Constructive exercises are exercises in which students must independently build utterances based on the studied language and speech material. They are creative in nature, for example:

Task: Repeat the phrase and complete it. — Il fait froid aujourd'hui. Oui, il fait froid aujourd'hui. Pour aller nous promener il faut bien nous habiller.

Task: Agree with your partner. — Cette fourchette est en argent. — Oui, elle est en argent, pas d'étain.

This type of exercises is very useful for practicing the studied lexical, phonetic and grammatical material, for the formation of intonation skills, as well as for teaching rapid response to the questioner's remark within the framework of a small dialogue. In general, these questions do not differ in naturalness and approximation to reality, but if the teacher skillfully uses his knowledge in the field of teaching dialogic speech, and if he uses all kinds of questions in order to diversify the communication process, then such exercises can become more natural.)

Replica exercises are exercises in which the reaction of students is not programmed in advance: they create the content of the statement themselves and (most importantly) freely choose the form of its expression. For example:

a) Model 1: statement — question — Je fais du sport. — Quel sport? Quand tu as commencé à faire du sport?

b) Model 2: approval — approval of J'adore la musique! — Je déteste la musique classique, mais j'aime la musique en totale.

c) Model 3: affirmation — negation — Je crois qu'on peut faire du vélo sans casque. — Et moi, je crois qu'il faut toujour avoir un casque dans le but de la sécurité.

d) Model 4: Motivation — narrative — Prends la voiture de ta mère. — D'accord, je pars dans 5 minutes.

The advantage of such exercises is their creative orientation and the freedom of students to choose language and speech means. Of course, these exercises develop students' replication skills. There is also a development of lexical and phonetic material, models of phrase construction. The disadvantage of these exercises is that when we introduce students to various replicas, we seem to neglect spontaneity, natural combinations of replicas in conversation.

Conditional conversation — a conversation in which any subsequent statement is a development of the original one. For the communicative purpose, replicas can have the

following content: request for additional information, clarification, expression of one's attitude, associative reaction.

Nevertheless, this problem requires further methodological resolution, since modern requirements for dialogic speech — to teach students to conduct a conversation in a foreign language being studied — are not always fully fulfilled. The current situation requires new searches for a more rational method of teaching dialogic speech, in which the desired practical results would be achieved in the shortest possible way, with minimal time and effort, and the learning process itself would become feasible, interesting and exciting for students. The acquisition of a foreign language by students based on communicative linguistics should be considered as a step-by-step process, the purpose of which is the ability and abilities to participate in foreign language communication - to generate and perceive foreign language speech in accordance with the real situation of communication and to the extent set by the analyzed goal.

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