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Kavilova Tamara
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TEACHING DIALOGIC SPEECH IN FRENCH CLASSES

Summary: *Based on the analysis of linguistic, psychological, pedagogical and methodological literature, we can conclude that the teaching of dialogical speech occupies an important place in the educational process. Today we are talking about preparing students for a dialogue of cultures, where the skills of monologic and dialogical communication are very important, but the advantage in the direction of dialogue is much stronger, because real communication for the most part is either dialogical or polylogical. We can conclude that there are two types of oral speech by the number of persons producing speech - a monologue and dialogue, or a monological and dialogical kind of speech. Sometimes a polylogue is distinguished - this is an exchange of statements, a conversation of several people. Dialogue is understood as a form of speech in which there is a direct exchange of statements between two or more persons. At the heart of any dialogue are various statements, the combination of which makes its essence. A study on this topic showed that the main difficulties encountered in teaching dialogue are the basis of the specifics of its formation, due to its characteristics, reactivity and situationality.*

Keywords: *conversation, dialogic speech, deductive/inductive teaching method, microsituations.*

From an early age, we learn French through dialogue, because often the first phrases that are usually offered for study are the formulas of greeting and response to greeting. So for the first time we are trying to reproduce the dialogue between people in French. In the future, dialogues become more detailed. And, it should be noted that most of the methods today devote significant attention to the ability to conduct a dialogue, since it helps to better master, primarily, spoken French. There is even a special method that offers the study of spoken French only through dialogues. Its essence lies in the fact that at first the student simply listens to dialogues, without delving into the meaning of what he heard, that is, immersion in the language environment is imitated. At the next stage, the listener is actively connected to the study of the language: phrases must be repeated after the announcer. However, this method is only suitable for learning spoken French.

In connection with the progressive development of society, an increasing interest in a foreign language has recently been observed. The desire and need to learn a foreign language is explained by a number of reasons, one of which is the desire to travel the world, enrich one's knowledge and broaden one's horizons in communication with representatives of different countries and cultures. It is known that without knowledge of foreign languages it is very difficult to do. French is considered to be the most popular foreign language spoken by a significant part of the world's population. It is no accident that French is one of the most widely spoken languages studied in the world.

When teaching foreign languages, dialogic speech is one of the integral components, since most of the spoken language is dialogic speech (about 70 percent). Without the ability to conduct a conversation, full communication is

impossible. Dialogue is a form of social and speech communication, the basis of cooperation and understanding between people in the process of joint activity. Dialogue is a process of communication between two or more interlocutor partners, therefore, within the framework of one speech act, each of the participants alternately acts as a speaker and a listener. Dialogue speech cannot be planned, "programmed," since the speech behavior of one partner depends on the speech behavior of another.

Reading and subsequent playing out of dialogs, as well as self-constructing a conversation, allows to solve many problems:

3. active vocabulary is consolidated, which is repeated from lesson to lesson, for example, greeting formulas;

4. the process of playing dialogue helps to overcome the language barrier, as students are liberated, and in the future it is easier for them to pronounce already learned phrases in situations similar to those that were played.

In the methodology of teaching foreign languages there are two ways of teaching dialogic speech: deductive and inductive. With a deductive approach, training begins with a whole dialogical pattern, considered as a structural-intonational standard for building similar dialogs. The sample dialogue is a dialogic complex; it consists of several dialogic unities. Learning begins with the fact that the whole dialogue is listened to, memorized by heart, then its vocabulary is varied, elements are worked out, and, finally, students are led to dialogue on the same topic as the learner. When teaching dialogic speech using a sample text, the following exercises are appropriate:

- listen to the dialogue with preliminary guidelines ("leading" questions, true and false statements, etc.), or using visual support
- read the dialogue by roles
- read a dialogue with missing words or based on a descending hint
- fill in the blanks, open the brackets in the dialog
- reproduce the dialogue - with a partial translation, restoring the omitted fragments of replicas, and, finally, the entire dialogue
- independently expand the replicas in the dialogue
- transform dialogue

The second approach, the **inductive** one, suggests a path from the assimilation of dialogue elements to its independent conduct on the basis of the educational-speech situation. This approach is gaining more and more supporters due to the fact that from the first steps it directs to teaching the interaction that underlies dialogic speech. The formation of speech skills in this way occurs in the process of communication. In the implementation of the inductive approach, the task of teaching children to independently plan speech actions through awareness of motives, goals, results of action, and also to deploy the content and form of speech values that are adequate to the meaning comes to the forefront.

The psychological characteristics of the speech of those participating in a natural discussion and a discussion-exercise in a foreign language are almost identical, although the educational discussion has one feature: it is "organized" by the teacher (in contrast to the discussion in real conditions, where it usually occurs spontaneously). The use of discussion as an exercise that most vividly and fully

reflects the psychological characteristics of communicative speech in the language being studied must meet a number of methodological requirements.

In the structure of the educational discussion, one can distinguish: topic, exposition, speech stimulus, guiding questions, keywords, speech reaction of speakers. Consider each of the selected components in more detail.

The topic of discussion. The topics of training discussions are extremely diverse. In high school, discussions are possible on topics such as:

- 1) School and life, education, choice of profession;
- 2) Youth in the struggle for peace;
- 3) Man: his spiritual world, aspirations, ideals, character, appearance, feelings, actions, morality, beliefs, tastes;
- 4) News of science and technology, space exploration;
- 5) Economics and economy;
- 6) Famous people, heroes, feat;
- 7) Art, news of cultural life, etc.

In sociology and communication theory, the possibility of influencing a role on the identity of its carrier is considered. This feature of role-playing activity is especially significant in the children's team. The experience of playing the roles of sincere, honest, fair, active, strong-willed, courageous people affects the formation of the character of a teenager, as it affects his emotional sphere, makes us empathize with these heroes, together with them (or instead of them) to uphold the good. Brightly and emotionally colored moral actions included in the holistic system of the image with which the student relates himself, causes "indignation of feelings", forcing "to measure life with acquired standards". The norms that are included in the role accepted by the student, become in the process of playing it a source of development of the moral behavior of the student. The foregoing gives us reason to highlight the educational function of the role. One of the educational opportunities of the role is that it can help the teacher solve one of the most important tasks of creating a teenager's personal value system - to help the teenager master the values of the adult world and introduce him into this world.

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