



DIALOGUE LEARNING IN THE PROCESS OF PROFESSIONALLY ORIENTED FOREIGN LANGUAGE EDUCATION

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ABSTRACT

The article is devoted to the problem of teaching the skills of oral speech within the framework of the discipline "Foreign language" on the example of technologies used in the University of Language Orientation. Based on theoretical research, the authors describe various forms of dialogue learning (role and business games, discussions, brainstorming, case analysis, solving situational problems, conferences, etc.). Using the data of empirical studies, they prove that the use of these technologies allows you to achieve noticeable results in the process of teaching a foreign language. The research results are being actively introduced into the methodology of teaching English at the Samarkand State Institute of Foreign Languages. As a result of using this form of dialogue learning, teachers can train a modern competitive specialist for the national economy of the country, develop students' experience of cooperation and cooperation, motivate students to study in a foreign language, and develop skills of critical thinking and social behavior.

KEY WORDS: *foreign language, technology, dialogue learning, professionally oriented education, communication skills and abilities, speaking, students.*

DISCUSSION

A huge number of articles published today in Uzbekistan are devoted to the problem of teaching a foreign language, but for the most part the people are still "silent". It is known that the main goal of teaching a foreign language at the present stage is the development of the individual's communication skills, and speaking, as the most popular form of communication, requires special attention. A specialist with a higher education must be able to speak a foreign language, because the state educational standard of higher professional education clearly defines the linguistic skills and abilities that a graduate of a university must master, namely: "proficiency in one of the foreign languages at a level that ensures effective professional activity."

So, on the one hand, specialists who speak at least one foreign language at a good level are in demand in the labor market, on the other hand, the education system supplies a huge percentage of university graduates who are capable of reading simple texts and inscriptions in this language, at least at the very least, translating them. using a dictionary. Often you have to deal with situations that one of the students defined as follows: In English classes we learn the difference between "walking", although the whole group says "I am walking"? What is it:

isolation from reality or methodological failure of teachers?

In order to determine the scope of the indicated problem (on the one hand, a competitive specialist, on the other hand, a low level of proficiency in a foreign language), let's start with the methodological foundations. Modern didactics involves the use of various forms and methods of teaching in the process of preparing students for the "Foreign language" discipline. The term "form of organization of training" designates a specific type of this lesson.

The peculiarities of interactive forms of education include a single semantic space, active inclusion of the student in this space (immersion in the language environment), the unity of means and methods for implementing the solution of the assigned tasks, entering such an emotional state that allows one to approach real situations of verbal communication.

All this is achieved through such forms of interactive learning as role-playing and business games, discussions, brainstorming, case analysis, solving situational problems, presentations, conferences, debates, etc. those forms of work that develop and actively use speaking skills to a greater extent. Let's consider some of them. To teach



students to lead an unprepared argument, a verbal competition in a foreign language, discussion is used. The main feature of the discussion is the interpersonal interaction of students and their communication with the teacher. The peculiarities of this teaching method include the fact that the discussion makes it possible to reveal the diversity of points of view on a particular issue, to compare them in direct communication and, if possible, to analyze each of them, if the situation requires it. A prerequisite for the discussion is the presence of any controversial issue, the final solution of which is developed during the discussion. For its successful conduct, the participants must have knowledge of the subject of discussion, have their own opinion on this issue, master the techniques of influencing partners and managing the conversation. The basis for the compositional deployment of the discussion is assessment and argumentation. Practice shows that there is a lively response from students in cross-discussion. During the organization of the first such discussion, the teacher explains to the group its principles, and then the students themselves actively use this methodological technique during an unprepared dispute. All students are preliminarily divided into 2-3 groups (depending on the number of students). The essence of cross-talk is to clearly follow the rules that the group takes for granted.

One student from the group can participate in the discussion only once. All students of the group are involved in a conversation, an argument; even poorly prepared students begin to work more actively if they feel the support of the group, see a common goal - to convince opponents, to prove their case. In the course of fulfilling this condition, the teacher lays the foundations for team building, which will be in demand in the further professional practice of students.

The ability to change position during the discussion. The axiological meaning of the dispute is achieved in the process of: - a meaningful decision to change the position / point of view of the group, if the arguments of the opponents presented in the dispute turned out to be more convincing; - a tolerant attitude towards the opinions of others.

As part of the discussion, methodologists and practitioners (Benjamin Bloom, for example) advise to actively use 6 types of questions on:

1. checking the knowledge of the material (clarification of the information received);
2. understanding (in the form of retelling);
3. application of the information received (modeling of similar situations, for example, "What would happen if ...");
4. analysis (connection of previous events with subsequent ones)
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5. synthesis (creating your own material (articles, poems, non-verbal messages) based on what you have learned);

6. assessment (search for a solution based on the problem posed, comparison of characters, their actions, etc.) [4, 212-218].

Issues raised for discussion in a foreign language (if the group has already worked with this type of assignment) can be proposed to be combined into groups before the start of the discussion or at the end of the discussion. Depending on the topic under discussion, the groups of questions can be completely different: a philosophical group, an everyday one, a group of a descriptive nature, a group of problematic issues, etc.

The next non-traditional way of developing foreign language speaking skills for students is brainstorming (brainstorming), which should have a clear goal, include the stages of silently generating ideas, their disordered enumeration, clarifying ideas, voting and ranking ideas to achieve the goal. Types of brainstorming: direct, reverse (starts with criticizing ideas), double (the number of participants exceeds the optimal number by two or three times with a corresponding increase in the duration of the event), conference of ideas (usually for 4-12 people for 2-3 days), individual brainstorming (the student is both a generator of ideas and a critic). The types of education that are in demand among students include a "round table", which is an exchange of views on any issue, a problem of interest to the participants in communication. By participating in the "round table", the student expresses only his own point of view. The problems discussed at the "round table" can be very diverse: regional, moral and ethical, social, cultural, value, economic, etc. Participation in the "round table" requires from the communicants a sufficiently high level of language proficiency and the presence of certain knowledge of the discussed problem. Therefore, as a method of control, the "round table" is advisable to apply at an advanced stage of training and at the end of work on a specific topic or several related topics. The round table can be used to study the topics "Competition and its varieties", "Monopoly and markets", where students exchange the already acquired knowledge on the topics studied in order to prevent or minimize the negative impact of various types of monopolies in their future professional practice. This type of work helps the integration of the educational process and strengthens interdisciplinary connections.

The immersion of students in the integrity and value of cultural interaction in the process of foreign language communication is impossible without a reflexive position. In the methodological guidelines "Strategic planning", the team of authors, after each chapter (section), prepared an Evaluating Sheet in English, which determines, on a five-point scale, the level of not only the material learned, but the value meanings of the acquired skills and knowledge. This sheet includes the determination of readiness for the lesson, personal contribution to the discussion / role



play / case analysis / debate, the effectiveness of participation, the intensity of the statements, the success in the process of using speech technologies (clarity of presentation, persuasiveness, the expression of consent-disagreement, etc.), flexibility of thinking, tolerance in the process of communication, the level of satisfaction from the work done.

The axiology of foreign language interaction is reflected in the guidelines for the case study "Cultural diversification in the process of interpersonal and business communication" [1]. The topics discussed in this manual relate to differences in approaches to doing business in different countries, eliminating misunderstandings in the process of intercultural communication, developing the value meanings of business communication ("The concept of culture", "Cultural differences in the style of company management", "International business through the prism culture ", " Acceptance of cultural diversification in the process of communication "). At the end of each chapter, the student is offered a questionnaire to fill out in order to develop reflection skills. At the end of the course, a block "Repetition of the passed material" is presented, as well as materials for activating the skills of oral speech.

Tests help to quickly check the quality of the assimilation of the material, but it is important for the teacher to see the integrity of the picture of the educational process, namely: to master technologies that help to comprehensively assess the foreign language knowledge, skills, and abilities of students. For these purposes, the method of expert assessment can be used, which helps to determine (with a small error) the quality of assimilation of the content of theoretical and practical knowledge of students. With the help of this method, students' creative works are checked, the implementation of which involves an independent or in-depth study of a topic or its separate direction. The reliability of expert assessments is achieved due to the consistency of the opinions of experts: if any two experts (who are both teachers and students of the group) equally evaluate the same work or student's answer, then their opinions are considered consistent. Due to the fact that creative works consist of two parts (theoretical and practical), they are evaluated by the sum of points for each of the parts. Since educational institutions today have adopted a five-point assessment system, the methodology for assessing creative work must meet these requirements.

Similar tests and peer review methods can be used at any stage of the training. Some of them are recognized to assess the readiness of students to master a new language material, others help to identify gaps in students' knowledge and plan the necessary purposeful work to correct mistakes, others make it possible to predict the further learning process and its results [2, 170-174].

Making conclusions about the dialogue forms of professionally oriented foreign language education of students, it is important to note that as a result of the use of dialogue learning (discussions, brainstorming, round table, conferences, etc.) in combination with measuring instruments of knowledge, skills and abilities of students (test systems, expert assessment method) you can:

1. to successfully solve the problems of training a modern competitive specialist;
2. to develop students' experience of cooperation and collaboration, the ability to work in a team;
3. to intensify the initiative of students and motivation for learning activities;
4. to form critical thinking, skills of social behavior;
5. to activate the desire of trainees to master general cultural competencies (knowledge of the basic values of world culture, readiness to rely on these values in personal and general cultural development, proficiency in a foreign language at a level that ensures professional activity).

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