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DEVELOPMENT OF DIALOGIC SPEECH IN STUDENTS OF NON-LINGUISTIC SPECIALTIES IN FOREIGN LANGUAGE CLASSES

РОЗВИТОК ДІАЛОГІЧНОГО МОВЛЕННЯ У СТУДЕНТІВ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ НА ЗАНЯТТЯХ З ІНОЗЕМНОЇ МОВИ

The European labor market demands highly qualified specialists who, among other professional qualities, possess the ability to engage in dialogue and communicate effectively with colleagues, partners, and employers. Modern education provides opportunities to create conditions for students to develop these essential skills by simulating real-life scenarios where their knowledge can be applied. Educational dialogue is a collaborative and creative process involving all participants in the educational environment, fostering questioning and interaction.

This article focuses on the development of dialogic speech during English lessons. Proficiency in a foreign language requires the ability to respond effectively to diverse real-world scenarios. The ultimate goal of foreign language learning is to master spontaneous speech skills, both monologic and dialogic. Language, as a tool for live communication, demands special attention to the development of unprepared dialogic interactions.

Based on the results of the theoretical study, the psychological features of dialogical speech (situationality, unpreparedness) were determined, and psychological processes that influence the content and nature of dialogical communication were identified: perception of the interlocutor's language and orientation in the situation; formation of the substantive side of the statement; linguistic expression of thought and perception of the partner's remarks were presented.

Methods and techniques used with students of non-linguistic specialties for the effective assimilation of educational material, development of dialogical speech skills and the ability to respond quickly in real communication situations were presented.

For the effective use of dialogue in both educational and professional activities, it is important to master discursive behavior, which is manifested in the intellectual, emotional and volitional spheres of the personality.

Key words: dialogical speech, speech material, communicative skills, dialogue structure.

Європейський ринок праці потребує висококваліфікованого спеціаліста, який має серед низки професійних якостей, ще й уміння застосовувати діалог, вести бесіду з колегами, партнерами, роботодавцями. Сучасна освіта дає можливість створити умови для формування у студентів необхідних вмінь, так змодельовати майбутні ситуації, де можна спробувати застосувати набуті знання. Навчальний діалог – це творча співпраця всіх учасників навчального процесу, під час якої постійно розвивається запитальна діяльність.

Стаття присвячена навчанню діалогічного мовлення під час уроків англійської мови. Вільне володіння іноземною мовою передбачає вміння реагувати на всілякі ситуації справжньої реальності. У зв'язку з цим кінцевою метою навчання іноземної мови є оволодіння навичками невідготовленого мовлення як монологічного, так і діалогічного. Розглядаючи мову як засіб живого спілкування, слід звертати увагу на максимальне розвиток невідготовленої діалогічної взаємодії.

На основі результатів теоретичного дослідження було визначено психологічні особливості діалогічного мовлення (ситуативність, непідготовленість), а також виокремлено психологічні процеси, що впливають на зміст та характер діалогічного спілкування: сприйняття мови співрозмовника та орієнтування у ситуації; формування змістовної сторони висловлювання; мовне оформлення думки та сприйняття реплік партнера.

Було представлено методи та прийоми, які використовуються зі студентами немовних спеціальностей для ефективного засвоєння навчального матеріалу, розвитку навичок діалогічного мовлення та здатності до швидкого реагування у реальних ситуаціях спілкування.

Для ефективного застосування діалогу як у навчальній так і у професійній діяльності важливо оволодіти дискурсивною поведінкою, яка виявляється в інтелектуальній, емоційній та вольовій сферах особистості.

Ключові слова: діалогічне мовлення, мовний матеріал, комунікативні навички, структура діалогу.

Problem statement. In modern education, foreign language learning occupies an important place, since proficiency in other languages is necessary for professional and personal development. For students of non-linguistic specialties studying at universities and colleges, it is important not only to master vocabulary and grammar, but also to acquire practical communication skills. One of the main forms of speech activity is dialogical speech, which allows students to actively interact in real communicative situations. Therefore, the development of dialogical speech in foreign language classes becomes a priority task for teachers.

In general, we first encounter dialogue as a method of cognition and learning in ancient philosophy, where it was understood as a method of finding the truth using certain questions. Thus, the problem of dialogue as a method of positional exchange has its roots in the distant past, where dialogue arises as a way of cultivating the art of persuasion, that is, effective management of people's minds and feelings through the use of language and logic. This was dictated by the demands of society back in the ancient period, when the sophists, having taken the starting point of human communication not with nature, but with other people in the analysis of cognition, discovered a specific communicative plan of the mind's activity. The most prominent philosophers who dealt with the problems of dialogue were Sokrat, Platon, Ksenofont Afinskyi, Lessinh. One of the first attempts to develop a holistic system of conducting a dialogue belongs to the English scientist G. Armstrong (1848–1937). The main reason for the poor preparation of students is the priority use of monological, reproductive didactic methods. G. Armstrong believed that this shortcoming can be corrected using the method of dialogue, which allows the teacher to lead students through accessible scientific research. But the technology of conducting a dialogue by G. Armstrong required a lot of work and time to achieve high results, therefore, from the standpoint of modern knowledge, it cannot be considered optimal.

An analysis of the scientific works of such scientists as M. Buber, M. Bakhtin, N. Barbalis, and G. Pestalozzi shows that researchers tried to penetrate the essence of dialogue, which becomes a priority principle of education, where the student himself designs his own individual educational trajectory.

Analysis of recent research and publications. The experience of our scientific school (dissertations and articles by M. Bilotserkovets, N. Gromova, L. Krivshenko, O. Nefedchenko, I. Protsenko, M. Lazarev, K. Lazareva, O. Kondratiuk, etc.) has proven the need to significantly improve dialogue with pupils and students, primarily through the latter's mastery of the difficult but achievable foundations of questioning activity, that is, the desires and formed skills to ask themselves and others a series of significant cognitive questions in most educational and professional situations. "Education becomes truly, humanistic, effective under the main condition – the achievement of cognitive-creative, friendly, skillful interaction between the mentor and pupils, the teacher and students. And this is real if the teacher himself masters the culture of modern civilized, humanistic and constructive dialogue, overcomes the main problem of traditional dialogue, when the teacher asks questions, and pupils or students are doomed only to answer, having neither the rights nor the skills to ask their own important questions" [1].

The purpose of the article is to investigate the development of dialogic speech in students of non-linguistic specialties in foreign language classes.

Presentation of the main material. The development of dialogic speech in foreign language classes is one of the most acute problems of modern pedagogical science. This is confirmed by a number of studies, articles, and manuals that have appeared recently. But this problem requires further methodological solutions, since modern requirements for dialogic speech – to teach students to conduct a conversation in a foreign language in both everyday and professional spheres – are not always and fully fulfilled.

Dialogic speech is a process of communication characterized by the exchange of opinions between two or more participants. Its key psychological features include:

- **Situationality:** The context of the conversation determines the nature of the speech behavior of the participants and the linguistic structure of their communication.
- **Spontaneity:** Dialogic speech often occurs without prior preparation, requiring high levels of linguistic automation and readiness.
- **Multimodal Communication:** The use of extralinguistic means, such as facial expressions and gestures, enhances the communicative process.

The structural unit of dialogic speech is the dialogical unity (DU), which consists of a pair of turns: a stimulus-response exchange. Common types of DUs include:

- Question – Answer
- Statement – Question
- Request – Agreement/Disagreement
- Statement – Emotional Reaction

These DUs form the basis of different dialogue types, such as one-sided questioning, two-sided questioning, and idea exchanges. The largest structural unit is the thematic microdialogue, consisting of several interrelated DUs within a single communication context.

The system of teaching dialogic speech includes:

- preparatory exercises that form the material-operational basis of speaking (lexical, grammatical, phonetic exercises for imitation, substitution, transformation, combination);
- conditional – communicative (communicative), associated with solving a certain communicative task, in which students acquire the ability to replicate (pronounce stimulating and responsive replicas), correlate actions with each other (statement – re-questioning, question – answer), i.e. activity.

In order to ensure independent language interaction of students and obtain the desired language product, as well as the planned result – the ability to perform the main functions of communication, in order to form such properties of dialogic speech as its motivation, expressiveness, directionality, situationality, it is necessary to model the interaction itself. This is most facilitated by the staging of fairy tales and dialogues of an etiquette nature, the creation of game situations related to the future profession, and methods of collective interaction.

The content and nature of dialogic communication are influenced by psychological processes: perception of the interlocutor's language

and orientation in the situation; formation of the substantive side of the statement; linguistic expression of thought and perception (decoding) of the dialogue partner's remarks.

Dialogic speech is always motivated. The emergence of a desire in students to say something, to express their thoughts, feelings, and not just to reproduce other people's words or a memorized text, is created by certain conditions. This is, first of all, the use of such stimuli that cause the student to need to "express himself", which is possible when creating a favorable psychological climate that promotes statements, a friendly attitude of the class and the teacher, interest in completing the proposed tasks, the desire to complete them well. Favorable conditions for communication allow students to listen, speak, read in the language being studied, and do it with pleasure, instill in students the confidence that they can understand and speak a foreign language.

Students of non-linguistic specialties usually have a lower level of motivation to study a foreign language compared to those who study at linguistic faculties. Most of them do not envisage the use of a foreign language in their future professional activities. However, in a globalized world, mastering foreign languages opens up new opportunities for career growth and personal development. That is why special attention should be paid not only to the theoretical, but also to the practical aspect of speech activity.

Dialogic speech is an important component of communicative competence, as it allows students to actively apply language knowledge in the process of interaction with other people. This ensures more effective assimilation of language material, development of oral skills and the ability to respond quickly in real communication situations.

In teaching dialogic speech there are two approaches: "the way from above" and "the way from below". "The way from above" involves working with a sample dialogue. When implementing the "way from below", it is logical to assume that the initial unit is dialogic unity. The main difference between these approaches is that in the first case, students first work on a sample dialogue, selecting the necessary phrases from it and analyzing the structure. In the second case, students first get acquainted with individual lines, and then independently compose a dialogue based on a given topic. To develop dialogic speech skills in students of non-linguistic specialties, teachers of the Department of Foreign Languages and Linguodidactics can employ the following methods:

Role-Playing Games: Simulating real-life situations, such as interactions in a store, at a train station, or in professional contexts, allows students to practice relevant speech patterns and vocabulary (O. Nefedchenko, Yu. Kozachenko).

Interactive Exercises: Activities involving pair or group work on diverse topics, ranging from personal preferences to professional issues, foster active engagement and improve listening and response skills (T. Plokhuta, O. Nefedchenko).

Audio and Video Materials: Exposure to authentic speech samples helps students understand pronunciation, intonation, and contextual usage of vocabulary and grammar (T. Aleksakhina).

Language Clubs and Discussions: Creating opportunities for informal discussions enables students to practice free communication, develop social skills, and build confidence (T. Plohuta, O. Hladchenko).

Professionally Oriented Tasks: Incorporating tasks that require the use of professional terminology, such as mock meetings or technical discussions, enhances motivation and practical application (T. Aleksakhina, O. Hladchenko).

Associations and Analogies: Using comparative analysis encourages students to form connections between concepts, improving critical thinking and language skills (O. Nefedchenko, Yu. Kozachenko).

Empathy method. This method is similar to the previous one: its second name is “personal analogy method”. Its main task is to imagine yourself in the place of another person. Most often, in foreign language classes, students imagine themselves as doctors or patients. With the help of this method, lexical units are activated, communicative skills are formed, and communicative culture is enriched. It is important to note that all proposed situations should be realistic: students are interested in imagining themselves in their future profession, and therefore this motivates them to learn the language (O. Nefedchenko, O. Hladchenko).

When teaching dialogue, it is better to pair students with approximately the same level of learning, while offering additional support to those who are doing poorly. It is advisable to pair communicative students with those who have a low level of speech initiative. It is not recommended to include students who psychologically reject each other in one pair.

For the effective use of dialogic interaction, students must possess discursive behavior, which manifests itself in the intellectual, emotional and volitional spheres of the personality. This problem

was considered by us in the article “Formation of students’ dialogue skills during learning a foreign language” [1].

Having studied the active implementation of dialogical speech in foreign language classes, we identified the following Overcoming Challenges in students of non-linguistic specialties:

Students of non-linguistic specialties often exhibit lower motivation for learning foreign languages compared to their linguistic counterparts. Many do not anticipate using a foreign language in their professional activities. However, in a globalized world, language proficiency opens new opportunities for career advancement and personal growth. To address this challenge:

- **Create a Supportive Environment:** Foster a positive classroom atmosphere that encourages participation and reduces fear of making mistakes.
- **Use Relevant Stimuli:** Design tasks and topics that align with students’ interests and future career paths to increase engagement.
- **Incorporate Technology:** Utilize digital tools and platforms to provide diverse, interactive learning experiences.

Results and Benefits of Developing Dialogic Speech. The implementation of dialogic speech development methods has shown positive outcomes in students of non-linguistic specialties, including:

- **Improved Communication Skills:** Enhanced auditory and verbal memory, along with quicker response times in conversations.
- **Increased Self-Confidence:** Active participation in dialogues reduces anxiety and builds confidence in using a foreign language.
- **Expanded Vocabulary:** Regular practice in various contexts enriches students’ language repertoire.
- **Development of Critical Thinking:** Engaging in dialogue encourages analytical and reasoning skills, as students must formulate and justify their thoughts.

Conclusions and Future Research Directions.

The development of dialogic speech is a crucial aspect of foreign language education for students of non-linguistic specialties. By employing diverse teaching methods, such as role-playing, interactive exercises, and the use of authentic materials, educators can enhance students’ communicative competence and prepare them for real-life interactions. Future research should focus on integrating advanced technologies and exploring interdisciplinary approaches to further optimize the teaching of dialogic speech.

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