

USING VIRTUAL ENVIRONMENT DURING THE FORMATION OF DIALOGIC SPEECH SKILLS IN A FOREIGN LANGUAGE

KATTABOYEVA MUBORAK NURMUHAMMAD KIZI

Phd, Student, TerSU
kattaboyevam@gmail.com

ABSTRACT:

This article is devoted to the didactic and methodological aspects of the use of virtual environment for the development of dialogic speech skills in a foreign language. When the identified didactic conditions of the use of the video conferencing regime are satisfied, the educational process is enriched by new organizational forms, the cognitive independence of students is developed, and the cognitive interest in learning a foreign language is stimulated.

KEYWORDS: virtual environment, dialogic speech, video conferencing, competence.

INTRODUCTION:

In modern practice of teaching foreign languages, information technologies are widely used, which make it possible to more effectively organize the educational process, improve the foreign language communicative competence of students, develop their cognitive independence, and also carry out distance learning. The use of these technologies allows us to solve the problem of lack of speech practice, contributing to the formation, mainly, of such components of foreign language communicative competence as its speech, socio-cultural and compensatory components. We consider communicative competence as "the ability for effective foreign language communication at the intercultural level. The basis of communicative competence are linguistic knowledge, speech skills and abilities, as well as the potential of a person to self-improve the formed communication skills"[6].

In order to increase the effectiveness of teaching foreign languages in teaching practice, a wide range of multimedia educational programs, authentic audio and video materials are used [4; eight]. Considering the possibilities of using video courses, A. N. Miftakhova notes: "Unlike audio or printed text, which can have a high informative, educational, educational and developmental value, video text combines various aspects of the act of speech interaction" [4, p. 312].

MAIN PART:

The effectiveness of the use of audio and video materials in the educational process is undeniable, but they allow students to act mainly as recipients of foreign language speech, although they provide an opportunity to create a speech situation in the classroom [2; 3]. However, the educational speech situation cannot completely replace the real situation of communication with a native speaker. Therefore, in our opinion, one of the most effective ways to organize the process of teaching a foreign language using information technologies is to use the videoconference mode with native speakers of the target language.

Video conferencing is an area of information technology that provides simultaneous two-way transmission of interactive information over a distance in real time. Video conferencing allows you to organize a conversation between two or more persons, the participants of which are far from each other and communicate using webcams.

Videoconferencing with native speakers allows you to develop the spontaneity of foreign language speech, teaches you to recognize such non-verbal means of communication as facial expressions and gestures, and introduces the culture of communication and the style of relationships in the country of the target language. It refers to such information technologies that "create a virtual linguistic and cultural space, facilitate exchange between representatives of different linguistic societies" [7, p. 134].

Considering the linguodidactic potential of video conferencing, I.K.Bekasov notes the virtual immersion in the authentic environment of language and culture functioning, the possibility of interaction with their real carriers, i.e. providing a foreign language polylogue. Of particular importance is individualization in the improvement of various components of communicative competence, because "depending on the personally significant topics of the learners and on the goals of the lesson, a linguist student conducts a conversation with native speakers of the language he is studying, aimed at improving whether it is linguistic, sociolinguistic, cultural or linguistic and speech competence"[1, p. 43-44].

The use of video conferencing in teaching a foreign language is possible both at a university and in a secondary school, including in independent work to improve foreign language speech skills. Independent individual communication with native speakers contributes to the formation of cognitive and speech independence of students, which is understood as "the ability to carry out independent activities to master speech skills and abilities in accordance with the norms of the target language" [5]. The use of video conferencing in teaching a foreign language is possible both at a university and in a secondary

school, including in independent work to improve foreign language speech skills. Independent individual communication with native speakers contributes to the formation of cognitive and speech independence of students, which is understood as "the ability to carry out independent activities to master speech skills and abilities in accordance with the norms of the target language" [5]. A prerequisite for classroom work is the presence of a computer class with Internet access and equipping the computer with a webcam and microphone. One of the most readily available software is the 5kure program. Video communication can be organized with various native speakers, but the most effective, in our opinion, is the organization of joint classes with foreign teachers and with students' peers, which allows solving a wider range of didactic problems.

Subject to certain didactic conditions, the use of the videoconference mode contributes to the effective formation of the skills of foreign language dialogical speech. A prerequisite, in addition to the technical equipment of the office, is the establishment of contacts with interested foreign colleagues. This will make it possible to conduct a joint lesson in the videoconference mode, for example, when studying French, with students of a French lyceum or university. Teachers discuss in advance the topic of the lesson and draw up its plan. The choice of a topic that is well known to the trainees and is equally interesting to both sides of communication will contribute to the removal of psychological difficulties. Therefore, such a lesson is easier to conduct as a final one on the topic studied.

Previously, the teacher repeats the thematic vocabulary with the students and, if necessary, introduces them to unknown lexical units. It is important to set up trainees for active communication, motivate them to ask

questions, offer their own solutions to the problems discussed. It will be useful to remind about the etiquette of speech behavior.

The first joint lesson involves getting to know teachers and students. It is recommended to start thematic videoconferences with a short monologue by a francophone teacher, during which he can briefly highlight the issues of the conversation. This pre-listening is designed to help students tune in to the process of comprehending speech of native speakers, since the teacher, as a rule, has a clearer and more measured pronunciation than his students, and less overuse of colloquial expressions and jargon peculiar to young people. The speech of a peer-Francophon may initially turn out to be much more difficult for perception due to the above reasons. This fact once again confirms the value of such communication, since it makes it possible to learn the living modern language of communication, and not only to master its literary form.

As training exercises performed in the listening process, you can offer tasks for attentiveness, for example, write out and translate the connecting words used by a native speaker during a monologue, or classify the vocabulary used by the teacher according to certain criteria.

Then you can invite the francophone teacher to conduct an individual mini-conversation (for two to three minutes) with each student. During this conversation, the instructor may ask several questions regarding the topic of the lesson. Responses-reactions will allow students to gradually enter into dialogue, initially taking a more passive position in it.

At the next stage of the lesson, the floor is given to the students themselves, who can discuss various aspects of the problem under consideration with their Francophone peers.

The discussion can be organized in a round table format, where students take turns given the right to speak and ask questions of interest, or students can be divided into pairs or groups of interlocutors.

At the end of the lesson, one of the teachers or students can summarize the topic of discussion. Each student can also express their opinion and take stock of the lesson.

A foreign language teacher can take minimal part in the conversation, but constantly monitor the attention of students and keep them active. At the same time, he has the opportunity to assess the student's speech skills according to certain parameters. Among the main parameters for assessing the skills of dialogic speech in French in the process of approbation, we used the following: normative pronunciation, active participation in the dialogue, possession of vocabulary and thematic information, the formation of morphological and syntactic skills.

CONCLUSION:

An important the proposed technique was tested in a test mode with the participation of volunteers who are native speakers. The topic of the videoconference was the problems of modern youth. The approbation showed that videoconference solves one of the main problems of the process of teaching foreign language speaking in a secondary school and, often, a university - the lack of direct communication with native speakers. The fact that in the process of videoconference students not only hear the voice of the interlocutor, but also see him, increases the chance of understanding his speech and, as a result, increases the effectiveness of listening. Communication with peers-francophones helps to remove psychological barriers in the implementation of the speaking process, and the possibility of using non-verbal means of

communication promotes mutual understanding. All this provides an increase in the effectiveness of the formation of dialogic speech skills.

Advantage of the field of information technology we have considered is that video communication can be used by students in the process of extracurricular activities, thereby increasing their cognitive independence, which is of particular importance at the present stage of university education, when more and more attention is paid to students' independent work. After students establish personal contacts with foreign students, the teacher can develop assignments for self-discussion with peers-francophone. As a result of such discussions, students might, for example, be encouraged to write an essay on a discussion issue that will allow the teacher to assess their skills in written discourse. By joint efforts with foreign peers, thematic reports can be prepared both for presentation and discussion in the classroom, and for participation in student conferences, which can also be conducted online.

Language is a permanently changing structure, therefore, the forms of its study and control should be simultaneously and timely transformed. At the present stage of technical development, more and more opportunities are opening up for improving the process of forming a foreign language communicative competence and identifying the level of its formation. Innovative information technologies make it possible to determine the degree of correspondence of the language and speech training of students to the social order of society for a comprehensively developed personality with socio-cultural, intercultural, linguistic and speech competencies. At the same time, systematic and well-organized control makes it possible to determine the level of learning success, timely eliminate gaps in

knowledge, skills and abilities, and also has an educational effect on students, stimulating their cognitive activity.

REFERENCES:

- 1) Bekasov IK Improving the foreign language competence of students using video conferencing // Bulletin of the Russian State Pedagogical University. A.I. Herzen. 2007. No. 43-2. S. 42-46.
- 2) Kruchinin MV, Kruchinina GA Interaction of participants in project activities in the university with the use of network communications // Kazan pedagogical journal. 2015. No. 6 (2). S. 290-295.
- 3) Metelkova LA, Maksimova OG The use of information technologies in the formation of linguistic mobility of students of a pedagogical university [Electronic resource] // Modern problems of science and education. 2015. No. 4. URL: <http://www.science-education.ru/ru/article/view?id=21084> (date of access: 26.01.2016).