

THE ROLE OF DIALOGIC COMMUNICATION IN THE PROCESS OF THE FUTURE MASTERS-PHILOLOGISTS' PROFESSIONAL DEVELOPMENT

Tatyana Yablonskaya, Doctor of Pedagogical Sciences, Professor,
Odessa, Ukraine

РОЛЯ НА ДИАЛОГИЧНАТА КОМУНИКАЦИЯ В КУРСА НА ПРОФЕСИОНАЛНОТО ФОРМИРАНЕ НА БЪДЕЩИ МАСТЕРИ- ФИЛОГОСТИ

В статията се обосновава, че говоренето е една от жизнено важните речеви умения, тъй като днес е невъзможно да съществува без комуникация и, освен това, без да се говори с вашите колеги. Благодарение на общуването със събеседниците и взаимния интерес на майсторите-филолози, нараства необходимостта от конструктивен диалог, което от своя страна допринася за развитието на тяхната мотивация, желание за участие в общуването, овладяване на различни стабилни изрази и клишета по дадена тема, да ги използва в комуникацията и има положителен ефект върху тяхното професионално развитие. А именно тези фактори, от своя страна, допринасят за това, че учениците придобиват способността да направят речта си по-жива, цветна и емоционална. И това е особено забележимо в класната стая на английски език, тъй като тя наистина изобилства от всякакви идиоми, фразеологични единици и многозначни думи.

Ключови думи: диалогична реч, професионално развитие, диалогично взаимодействие, личностно ориентирана комуникация, речева ситуация, ролева игра, делова игра, професионални знания, умения и навици.

РОЛЬ ДИАЛОГИЧЕСКОГО ОБЩЕНИЯ В ХОДЕ ПРОФЕССИОНАЛЬНОГО СТАНОВЛЕНИЯ БУДУЩИХ МАГИСТРОВ-ФИЛОЛОГОВ

В статье обосновано, что говорение является одним из жизненно важных речевых навыков, так как на сегодняшний день невозможно существовать без общения и, тем более, без разговора со своими коллегами. Именно благодаря общению с собеседниками и взаимному

интересу у магистров-филологов и возрастает потребность конструктивного ведения диалога, а это в свою очередь способствует развитию у них мотивации, желания участвовать в общении, овладевать различными устойчивыми выражениями и клише на ту или иную тематику, вникать в их смысл и использовать их в общении и оказывает положительное влияние на их профессиональное становление. А именно эти факторы в свою очередь и способствуют тому, что студенты приобретают способность делать свою речь более яркой, окрашенной, эмоциональной. И это особенно заметно на занятиях по английскому языку, так как он действительно изобилует всевозможными идиомами, фразеологическими единицами и многозначными словами.

Ключевые слова: диалогическая речь, профессиональное становление, диалогическое взаимодействие, личностное и ориентированное общение, речевая ситуация, ролевая игра, деловая игра, профессиональные знания, умения и навыки.

The problem raising. As it is known speaking is considered to be one of the most important speech skills. Mainly, it is connected with the necessity to use foreign languages for international communication, especially in business and tourism sphere. Nowadays the attention is focused on dialogical speech training and, of course, it also concerns future masters-philologists' professional development. In most cases communication has a monological or a dialogical character. Motive is a a driving force which creates and stimulates speech. Everybody needs motive. In most cases it concerns not only schoolmates and teenagers but also masters-philologists. That's why today a lot of future specialists are eager to master foreign language as the way of their self-confidence and professional development specially while speaking and collaborating with foreigners.

The actual researches analysis. The effectiveness of masters-philologists' professional development depends upon the speakers' wish or intention to take part in dialogue communication [1]. It is necessary to create so-called speech situation in order to have a motive. Speech situations can be real, conditional or problematic. While mastering dialogic communication within the frame of the designated topics masters-philologists learn to use speech cliché and to conduct different types of dialogues. It can be a dialogue of etiquette character, a telephone conversation, a prandial dialogue, agreement

or disagreement on some points and warning about danger.

Dialogue-questioning, for example, helps the interlocutors to submit the necessary information, to answer different questions and to make a request for the information they need. It also provides masters-philologists a splendid opportunity of expressing their own point of view and putting themselves in the place of another interlocutor, to take and to give an interview.

Dialogue-exchange of opinions promotes the development of skills to listen to the partners' information, to express their point of view, to ground up one's mind, to agree or disagree on some points, to express approval and disapproval. Such features as situationality and reactivity are peculiar to this type of dialogue. Reactivity stipulates objective difficulties of mastering any form of communication for masters-philologists. The interlocutor's reaction can be absolutely unpredictable and he can unexpectedly put the conversation in a different direction, to change the logical chain of it and to make use of various means of communication [1].

The tasks of the research. Dialogue can't exist without situation and without communication. It doesn't matter if it is virtual or alive. It's communication in itself. Not only children or adults but also masters-philologists aspire to take part in different conversations. Exactly this fact encourages us to master dialogic speech and communication for all occasions and to be the part of these events. Accordingly, the role of dialogic speech in the process of the future masters-philologists' professional development will be the main purpose of our research.

The main material presentation. The emergence of a dialogue is connected with the situation. Speech can't exist out of the situation. Situationality suggests that success of dialogue communication in English classes in most cases depends upon the given situation and masters-philologists' speech task comprehension.

So, while making out dialogues, masters-philologists must be able to ask different questions, to give logical answers to the questions, to apply various cues and cliches in speech, to make use of different ways of such speech functions as expression of agreement or disagreement, dissatisfaction with smth, doubt, satisfaction, request, polite refusal etc.

The process of foreign dialogic communication learning anticipates not only the assimilation of various dialogic unities, but masters-philologists'

preparation for strategies and tactics of speech behaviour.

Let's pay attention to some dialogues concerning greeting.

Dialogue 1

A. Good morning , Ann. How are you?

B. Good morning , Jack. I'm very well, thank you. And how are you?

A. I am not feeling very well at the moment. I think I must have caught a cold.

B. I am sorry to hear that. I hope you'll soon get over it.

Dialogue 2

A. Good morning.

B. Good morning. How are you today?

A. Just fine, thanks. How are you?

B. Wonderful. Things couldn't be better.

Dialogue 3

A. Hello Mike.

B. Hello, Joan. I haven't seen you for a long time. How are you getting on?

A. All right, thanks. How are you?

B. Oh , not too bad, thanks.

Dialogue 4

A. Morning, Tom.

B. Hello, old man.

A. How are you?

B. Thanks, very well. Let's go to the concert tonight.

Dialogue 5

A. Good morning, Ann! What luck running into you!

B. Oh, I haven't seen you for ages. How are you getting on?

A. Thank you, bright.

Dialogue 6

A. Very glad to see you again! How's all your family?

B. Thank you, all are well. And how are you?

A. None too bright, could be better.

B. It's a pity. Let's hope for the best.

It is possible to see from it that dialogic form of speech is typical for

personal and oriented communication and for joint activities. The function of contacts and politeness implements in the form of breaking into conversation and its conclusion. One can also distinguish special situations of contact and politeness, demanding introduction, acquaintance.

Dialogue 1

A. Christine, do you know Clive?

B. No, I don't think I do.

A. Christine, this is Clive Barlow. Clive, this is Christine Devlin.

B. Hello.

A. Hello.

Dialogue 2

A. Mrs. Moore, may I introduce a friend of mine? This is Mr. Pearce. James this is Mrs. Moore. She works in the same office as my sister.

B. How do you do?

A. How do you do?

Dialogue 3

A. Mother, this is Joe's brother, Davy.

B. How do you do?

A. How do you do?

Dialogue 4

A. How do you like London?

B. It's quite different from what I expected.

A. Don't worry, you'll soon get used to it.

Dialogue 5

A. My sister Ann.

B. Pleased to meet you, Miss Ann.

A. So am I.

Dialogue 6

A. Perhaps I'd better introduce myself. My name is Jim Graves. I'm studying physics at Hull.

B. My name is Kate Maguire. I'm a medical student.

Optimal combination of repetition and variety of the language material is counted to be the most essential condition of dialogic speech training [2]. A lot of people speaking any foreign language use different set phrases and word-combinations from time to time for expressing different shades of their

thoughts. For example, if we pay attention to such word combinations as I'm absolutely sure she won't do it. Of course he'll manage. He will certainly win. If I'm not mistaken. If I remember rightly. As far as I know we'll see that they express confidence and uncertainty. In addition, when using different cliché one can make out any type of dialogue. It's impossible to compose a dialogue without back questions.

Good morning? Mrs. Turner. How are you?

Good morning? Mr. Jackson. I am very well, thank you. And how are you?

I'm not feeling very well at the moment. I think I must have caught a cold.

I'm sorry to hear that. I hope you'll soon get over it.

Conclusions. So, it is possible to say that unpredictability, originality, creativity and spontaneity are considered to be the main features of dialogical speech. That's why all educational material that is being worked out in classes must develop future masters-philologists' ability to communicate spontaneously, to implement strategy and tactics of their own behaviour and to use different unlearned sayings [3]. In its turn masters-philologists' involvement in different speech and role situations promotes their skills to anticipate the given situation, to understand its essence, to capture and to share the other participants' point of view, to act independently and outside the box.

SOURCES

1. Перкас С.В. Повторяемость и вариативность в процессе обучения диалогической речи // Иностранные языки в школе. - 1997. - №3. - С 21 -24
2. Соловова Е.Н. Методика обучения иностранным языкам : базовый курс лекций : пособие для студентов пед. вузов и учителей / Е.Н.Соловова . - 3-е изд. - М. : Просвещение, 2005. - 239 с.
3. Кондрашова Л. В. Процесс обучения в высшей школе / Л.В. Кондрашова. - М. : Прометей, 1990. - 159 с. - Кривой Рог : КДПУ, 2007. - 318 с.

