

ENSINAR DIÁLOGO PARA FORMAR UMA CULTURA COMUNICATIVA ENTRE ESTUDANTES DE LÍNGUA

ENSEÑANZA DEL DIÁLOGO PARA FORMAR UNA CULTURA COMUNICATIVA EN ESTUDIANTES DE LENGUAS

TEACHING DIALOGUE TO FORM A COMMUNICATIVE CULTURE AMONG LANGUAGE STUDENTS

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RESUMO. O artigo trata do problema da formação de uma cultura comunicativa entre estudantes de línguas por meio do diálogo. Em geral, a eficácia do processo de ensino de línguas é baseada nos princípios da cultura. É fornecido por várias condições e diferentes tipos de exercícios de ensino para formar diálogos. Para atender ao objetivo do estudo, o método de análise teórica da literatura científica e metodológica e os métodos observacionais são utilizados como métodos primários. Com base nos resultados, a fluência em uma língua estrangeira implica no uso correto das unidades linguísticas da língua seguindo os objetivos da atividade de fala.

PALAVRAS-CHAVE: Diálogo, Ensino de línguas, Cultura comunicativa, Alunos, Atividade de fala.

RESUMEN. *El artículo aborda el problema de la formación de una cultura comunicativa entre los estudiantes de idiomas a través del diálogo. En general, la eficacia del proceso de enseñanza de idiomas se basa en los principios de la cultura. Lo proporcionan varias condiciones y diferentes tipos de ejercicios didácticos para formar diálogos. Para cumplir con el objetivo del estudio, se utilizan como métodos primarios el método de análisis teórico de la literatura científica y metodológica y los métodos de observación. En base a los resultados, la fluidez en un idioma extranjero implica el uso correcto de las unidades lingüísticas del idioma siguiendo los objetivos de la actividad del habla.*

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PALABRAS CLAVE: *Diálogo, Enseñanza de la lengua, Cultura comunicativa, Estudiantes, Actividad del habla.*

ABSTRACT. *The article deals with the problem of forming a communicative culture among language students through dialogue. In general, the effectiveness of the Language education process is based on the principles of culture. It is provided by several conditions and different types of teaching exercises to form dialogues. To meet the study's aim, the method of a theoretical analysis of scientific and methodological literature and the observational methods are utilized as the primary methods. Based on the results, Fluency in a foreign language implies the correct use of linguistic units of the language following the goals of speech activity.*

KEYWORDS: *Dialogue, Language education, Communicative culture, Students, Speech activity.*

INTRODUCTION

Students' assimilation of theoretical and practical language material is combined with the use in speech, giving the entire educational process of teaching a language a communicative culture through the exercises to form communicative culture (CC) (Bakhov et al., 2021; Yuldashevna, 2022).

It's necessary to note that the exercises are one of the most important means of presenting language material and forming lexical and grammatical and communicative skills. The main purpose of language exercises is to analyze observation of the functioning of language units and their use in dialogues (Torres et al., 2018; Bin-Tahir et al., 2020).

Some methodologists distinguish receptive and reproductive exercises (Byram & Wagner, 2018; Dauletbekova et al., 2020). Based on linguistic criteria, others distinguish language and speech exercises (God & Zhang, 2019; Kamalova et al., 2020). Khoshimova et al. (2020) put forward methodological criteria for classifying exercises that combine linguistic and psychological parameters. The exercises in which the situation is situated refer to speech. These exercises are characterized by the fusion of speech material, normal speech rates, the unity of the act of speech and the extra-linguistic speech situation, the presence of educational difficulties associated with the implementation of the speech act (Kim, 2020). In the methodology of teaching languages, there is several typologies of exercises based on the «language» – «speech» dichotomy (Kostikova et al., 2018), the hierarchy of speech skills and abilities (Li et al., 2019), on the psychological nature of speech skills (Odinokaya et al., 2019).

METHODOLOGY

During conducting our research, we used the following set of methods: 1) the method of a theoretical analysis of scientific and methodological literature to study the existing experience on research issues, documents, educational and methodological support for training the language; 2) the diagnostic methods, in order to identify the needs of students and make adjustments to the learning process; 3) the observational methods (observation of the educational activities of students in the classroom); 4) the method of modeling the process of training the language.

RESULTS AND DISCUSSION

All exercises aimed at constructing, redesigning, comparing, comparing, analyzing contribute to the development of speech thinking and flexibility in choosing language tools for creating dialogues. It is not for nothing that they say that being realized in speech, the language system (in this case, the language system that each student owns) is itself implementing the language knowledge and language abilities of students' «secondary» linguistic personality, which is a part of one linguistic community (Odinokaya et al., 2019; Ravshanova & Isanova, 2020).

In connection with the problems of the study, it should be noted that the exercises as a means of communication in practical language classes should ensure the gradual formation of lexical and grammatical (language and speech) skills and abilities, which in terms of social order (why to teach?) they will be updated through the specification of the general (strategic) goal in the «tactical» sub-goals. One of such sub-goals is the task of learning to recognize a national, linguistic personality in the stereotypical relationships of the elements of the «zero» and thesaurus levels of its structure (and at the same time form its features). In this regard, training should be built in such a way that the meaning of what is read and heard always remains dominant. The meaning here can be realized in the most simplified version as a psychological reflection of a fragment of a foreign cultural reality. At the same time, the student must learn to adapt the language-objectified meanings contained in the utterance and include them in the exercise to his own deep semantic system formed by personal meanings (Shmeleva, 2018).

Thus, as a unit of training (unit of activity), the exercise should have a three-part structure, including a) tasks (statement of the task, indication of the way to solve it); b) language material to be implemented in a given way; c) methods of the proposed control or self-control (using a key, a comparison sample). These requirements are supplemented by general didactic requirements of accessibility, feasibility, visibility.

It's necessary to note that while creating a specific methodological model of step-by-step formation of communicative culture of students' language personality, it is necessary to pay attention that the exercise should be accessible, feasible; the exercise should be communicative;

the exercise should be relevant; the exercise should be creative in nature; the exercise should be appropriate from the point of view of the reliability of the regional content.

The study of lexical and grammatical material goes through the entire process of teaching foreign students the Russian language; in this work, the concept of «a set of exercises» is used to determine the set of exercises aimed at the successive formation of communicative skills at different stages of the formation of the students' linguistic personality. A set of exercises means such an optimal set of necessary types and types of exercises performed in such a sequence and in such quantity that can ensure the formation of language and speech skills to the level of communication skills (Torres et al., 2018).

The scientific basis for creating a set of exercises for the formation of Communicative Culture in order to prepare students for communicative and cognitive activities at subsequent stages of training is the selection of a system of basic linguistic knowledge (formation of theoretical readiness), based on which the basic (for the preparatory faculty) communicative skills and abilities of students in understanding and using language units (formation of practical readiness). The constructing set of exercises aims to form CC of students' «secondary» linguistic personalities (Yuldashevna, 2022).

For sure, it is necessary to consider the goals, stage, method of teaching, the level of language / speech training of students at each stage, the correlation of certain skills and abilities with the types of speech activity, and the psychological mechanisms of speech generation.

The linguistic factor considers the systemic nature of the language material and the degree of its difficulty. The psychological factor takes into account the psychological patterns of the generation of foreign language speakers. The methodological factor takes into account the conditions of optimal learning. The main thing is that the exercises reflect the structure of the activity itself and provide a clear statement of the task created the necessary motivation (interest) to the subject content of the task, to the process of its solution, to the result; provided stimuli and supports - verbal (sample, keywords) and non-verbal (visual aids).

We consider it necessary to take into account the following conditions: socio-pedagogical (compliance with laws, principles, rules of dialogue; interrelation in the dialogue of educational and cognitive activity with communicative; implementation of an individually differentiating approach); personal and psychological (the level of formation of the communicative culture of students' «secondary» linguistic personality).

In the teaching process, there are three stages of mastering the educational material in the process of forming CC students' «secondary» linguistic personality: *Stage 1* (verbal-semantic level of formation and development of student's language personality): - primary assimilation of language material and the formation of language skills (language exercises). *Stage 2* (laying the

foundations of linguocognitive level of formation and development of student's language personality): awareness of the assimilation of language material and the formation of skills and abilities (conditional speech exercises). *Stage 3* (development of linguocognitive level of formation and development of student's language personality and laying the foundations of the motivational-pragmatic level of development of student's language person): combining knowledge, skills, and abilities; formation of communicative skills (speech exercises).

In accordance with the regularities of the formation and development of the students' «secondary» linguistic personality, it is recommended to use the following set of exercises in the process of CC formation.

In accordance with the three-level structure of students' «secondary» linguistic personality and the basic laws of the gradual formation of the CC we would like to propose the following set of exercises:

Formation of the verbal-semantic level of students' «secondary» linguistic personality.

Representative dialogues.

Exercise 1. Read the dialogues. Pay attention to the forms of treatment.

а) – Ольга, как твои дела?

– Нормально.

б) – Мамочка, пойдём сегодня в кино?

– К сожалению, не могу, Сашенька.

Exercise 2. Read the dialogues. Pay attention to the speech patterns expressing gratitude.

Compose similar dialogues.

а) – Я принес тебе книгу.

– Огромное спасибо!

б) – Очень вам признательна за внимание!

– Ну, что вы! Мне было очень приятно видеть вас здесь.

в) – Коля, спасибо, что позвонил.

– Не за что.

Exercise 3. a) Read dialogues and make the same.

1) – Этот магазин новый, а этот старый.

– А тот?

– Вон тот слева?

– Тот магазин очень старый.

2) – Наташа, привет! Как настроение? Как твои дела?

– Плохо.

– Почему?

- Потому что ты не пошел со мной в театр.
- Но ты знаешь, что у меня были дела.
- У тебя всегда не хватает времени на меня.
- Извини. Ну, ты же была с нашими друзьями.
- Там было скучно без тебя.
- Ах, ты моя любимая!

b) Continue the dialogues yourself.

1). – Эта книга хорошая, интересная, а эта...

– ...

2). – Это умный человек, а это ...

– ...

3). – Это немецкие машины, а это ...

– ...

4) – Мы много говорим о людях, об их жизни, работе, их творчестве, поисках и открытиях.

- ...

- Согласитесь, люди – это не куклы, не роботы. Человек живет, потому что на свете существует: любовь, счастье, дружба, добро.

Exercise 4. Make your guess.

– У меня есть газета. Как вы думаете, какая?

– Русская? – Нет.

– Английская?

– Нет.

– Испанская?

– Да, испанская.

1. У меня есть журнал (английский). 2. У меня есть тетрадь (общая). 3. У меня есть словарь (испанско-китайский).

The formation of the basics level of students' «secondary» linguistic personality. Reconstructive dialogues (transformational, reconstructive-situational, reconstructive-predictive, reconstructive-variable).

Exercise 1. Restore replicas in dialogues.

1. -....?

– Олег спрашивает об учебе в университете.

2.-?

– Она думает о своей матери.

3.-?

– Наша группа читала о Москве.

Exercise 2. Stage the following situations:

1. *В городе, в транспорте:*

а) спросите, когда будет нужная вам остановка; как добраться до нужного вам места;

б) спросите, как пройти в нужное вам место, где находится магазин (библиотека...), сколько остановок нужно проехать, стоит билет;

2. *Вы находитесь в магазине (в аптеке, на рынке...):*

а) сообщите, что вы хотите купить, сколько стоит нужный вам предмет, какого он цвета, размера;

б) попросите нужные вещи.

3. *Вы находитесь на вокзале:*

а) сообщите, что вы хотели бы купить, какой билет, куда, на какое время;

б) узнайте, есть ли билеты, сколько они стоят, нужно ли купить билет на определенную дату, рейс (поезд), куда отправляется поезд (автобус), улетает самолет.

Exercise 3. Compose dialogues using phrases:

– Этот день я не забуду никогда!

– От всего сердца желаю вам счастья!

– Скоро зачет по фонетике. Ты уже начал готовиться?

– Ну, вот, из-за тебя мы опоздали!

– Опять тебе пришлось пересдавать зачет. А все из-за твоей лени!

Exercise 4. The game "Rules of the hostel". It is necessary to talk to a new student who has recently arrived in Russia, what can and cannot be done in the dormitory, at the institute, in transport, etc.

The formation and development of the verbal-semantic level of students' «secondary» linguistic personality .Representative dialogues

Exercise 1. Read the examples of dialogues highlight the expression of agreement or disagreement and explain their use.

а) – Для меня лучше моря нет ничего.

– Да, действительно.

б) – Я очень люблю Белгород: тихий, спокойный зеленый город. Чудесное место!

– Ты права.

в) – В выходные дни вы, конечно, поедете в горы?

– Нет, что вы.

Exercise 2. The interlocutor knows the names of your friends. He wants to know who they are.

С.: Виктор студент?

А.: Да, он студент.

Нет, он аспирант.

1. Джон студент? 2. Карл шофер? 3. Мария учитель? 4. Анна студентка?

Exercise 3. Find out from friends where they were yesterday using a sample dialogue.

Образец:

- Оля, где ты была в среду?

- В парке.

- А как называется этот парк?

- Парк «Молодежи».

- Где он находится?

- На улице Павлова.

Слова для справок: клуб, магазин, ресторан, кафе, театр, университет, лес, библиотека.

Exercise 4. You have come to the store (to the post office). Find out how much the item you want to buy costs.

- Покажите, пожалуйста, простые тетради.

- Пожалуйста.

- Сколько стоит тетрадь?

- 2 рубля.

Exercise 5. Compose dialogues based on these situations and the sample, using different forms of expression of uncertainty.

Образец: – Как ты себя чувствуешь?

- В общем – то ничего. (Так себе. Неважно. Не знаю, что сказать. Ни хорошо, ни плохо. Сейчас не могу ничего сказать. Точно не знаю).

1. У вас неважное настроение (дела, здоровье, успехи). 2. Вы не решили, как и где будете отдыхать (проводить воскресенье, встретить Новый год).

Exercise 6. Answer the invitation with consent.

1. – Пойдем вечером на каток?

- ...

2. - Не поехать ли нам на дачу?

- ...

3. - Как вы смотрите на то, чтобы пойти на концерт?

- ...

Exercise 7. Compose dialogues based on these situations and samples, using different expressions of a) disapproval, b) surprise.

Образец: – Посмотри, какие хорошие диски я купил.

- Это не то, это тоже не то, и это тоже мне не нужно. (Нет, это не подходит. Мне совсем не нравится. Да тут и слушать нечего).

Вы показываете другу книги (фотографии, марки, открытки, картины, журналы, видеокассеты...).

The Formation and development of students' «secondary» linguistic personality. Reconstructive dialogues (transformational, reconstructive-situational, reconstructive-variable, reconstructive-predictive)

Exercise 1. Read the dialogues and finish them:

а) – Виктор, ты уже ужинал?

- Нет, еще. У меня не было времени. Я был занят.

- А сейчас ты свободен?

-

б) – Мама, спасибо. Обед был вкусный. Ты готовишь очень хорошо.

Жаль, что наша Оля не умеет готовить.

- Оля готовит неплохо. Просто она много работает.

- Да? Но у нее же есть выходные.

-

Exercise 2. Your interlocutor knows what you did last night, but he is interested in how long you were busy with it. Answer him.

Образец: – Вы долго вчера гуляли после ужина?

- Нет, не долго. / Нет, я погулял немного и вернулся домой, потому что пошел дождь.

Вы долго вчера занимались в лингафонном кабинете (занимались физикой, играли в баскетбол, танцевали после концерта, смотрели телевизор).

Exercise 3. Get to know the situation and make up a dialogue.

а) Вы отсутствовали на занятиях и вам нужно знать, что было на уроке;

б) Вам нужно поговорить с преподавателями (со студентами) об изменениях в расписании;

в) Вы разговариваете с другом: вам нужно узнать, когда и где будет занятие по химии (математике, русскому языку, физике); где находится деканат (спортзал, библиотека, расписания);

Exercise 4. Compose dialogues using the following phrases:

1. – Я все сделал так, как вы мне сказали!
2. – Когда ты придешь к нам? Давно уже не был.
3. – Кинотеатра на нашей улице нет, но есть на соседней. Это рядом.

Exercise 5. The game "Hiring". Purpose: Formation of communication skills and abilities.

Цель: Формирование коммуникативных навыков и умений.

Подготовка: каждый студент готовит анкету, где указывает имя, дату рождения, место жительства, время и место учебы, семейное положение и т.д.

Ход игры: студент, исполняющий роль директора завода (менеджера, управляющего), беседует по очереди с «претендентами» на вакантную должность. План беседы: образование, деловые качества, знания иностранных языков, опыт работы, умение работать в коллективе и т. д. За правильное оформление предложения участник получает карточку. Выигрывает тот, кто наберет наибольшее количество карточек.

The reconstructive dialogues (transformational, reconstructive-situational, reconstructive-predictive, reconstructive-variable) are:

Exercise 1. а) – Ребята, давайте собираться. Через 20 минут начинается футбольный матч.

- Твои часы спешат, Володя. Матч начнется через 30 минут. Успеем.

-

б) – Скоро день рождения Светланы. Надо подготовить вечер.

- Ее день рождения через месяц – 31 марта.

- Нет, ты ошибаешься – 13 марта.

-

Exercise 2. Transform the forms of greeting (address, apology, gratitude, consolation, approval) taking into account the change in social roles. Stage the dialogues.

а) Вы идете по коридору университета и встречаете: однокурсника, преподавателей.

б) К Вам в комнату входит: комендант, студент из другой комнаты.

Exercise 3. You probably agree that it is very important for a person to know himself well, his character, to know and understand the people with whom he lives, studies and works. Talk to a friend about what kind of people you like.

1. Иногда говорят: «человек с характером». Как вы это понимаете?

2. Можно сказать: «интересный человек», если этот человек много знает, много видел, читал?

3. Говорят: «Скажи мне кто твой друг, и я скажу кто ты». Как вы понимаете это?

4. Может ли дружба быть настоящей, если люди живут далеко друг от друга (если у них разные профессии, возраст, интересы)?

CONCLUSION

The effectiveness of the process of step-by-step formation of the CC with a communicative-activity and personality-oriented approaches to the formation of students' «secondary» linguistic personality is determined by the adequacy of the chosen methods and techniques to the possibilities of the educational material, the peculiarities of its perception and assimilation by students. At the same time, we proceed from the following position: the method is a way of joint activity of a student and a professor aimed to the mastering students' theoretical and practical readiness.

Fluency in a foreign language implies the correct use of linguistic units of the language in accordance with the goals of speech activity. Therefore, one of the main tasks of teaching the language is the formation the strong and deep speech skills and abilities in the process of building dialogues - textual skills and abilities.

Thus, the main condition for the formation of the CC of students, is the creation of a set of exercises (language, conditional speech, speech tasks), which: a) is aimed at the gradual formation and development of the language personality; b) contributes to the intensive process of improving the speech consciousness and creative thinking of students who are ready to move to the pragmatic level of development.

The practical value of the findings lies in the possibility of application in the practice of teaching the language that affects the formation of the communicative culture of students' «secondary» linguistic personalities during their language lessons.

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